

Olive Secondary Boys

Byron Street, Bradford, West Yorkshire BD3 0AD

Inspection dates

31 October 2018

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2), 2(2)(b), 2(2)(i)

- In the previous inspection in July 2017, inspectors found that pupils did not acquire speaking, listening, literacy and numeracy skills well and that they were not prepared effectively for life in British society.
- The proprietor produced an action plan to address this by improving the quality of the curriculum and teaching, and by increasing opportunities for pupils to experience life beyond their own community.
- The proprietor ensures that pupils have opportunities to acquire speaking, listening, literacy and numeracy skills across the curriculum. Since the previous inspection, leaders have implemented support with handwriting for pupils who need it. Pupils' presentation of work is an improving picture, with almost all taking pride in their work. Teachers check pupils' use of spelling, punctuation and grammar more frequently. Pupils read regularly in English lessons, and the English classroom now has a literacy board to support pupils' skills development. Leaders also encourage pupils to join the local library and books are available for pupils to borrow from school.
- Leaders agree that there is further work to do to ensure that pupils read widely and often, and that the material they choose to read is appropriate to their ability.
- Leaders have increased the amount of lesson time for pupils to study English and mathematics. Mathematics is used within different subjects. However, there is no consistent approach to how pupils should use their mathematical skills across the curriculum.
- Throughout the academic year, pupils experience themed weeks. For example, health and hygiene, debate, recycling, anti-bullying week, interfaith week and what makes Britain British. In addition, all pupils study citizenship to GCSE level.

Paragraph 3, 3(a), 3(b), 3(c), 3(d)

- In the inspection in June 2017, inspectors found that teaching did not enable pupils to make good progress according to their ability, did not foster pupils' self-motivation, and that teachers did not show a good understanding of the aptitudes of pupils. In addition

to this, teachers did not teach well-planned lessons or use effective teaching methods.

- The proprietor planned to employ a teaching and learning coordinator, ensure that staff implemented the school's teaching and learning policy, and improve the monitoring and evaluation of the quality of teaching and learning.
- This inspection found that pupils' workbooks show that current pupils are making good progress across the curriculum. Pupils have opportunities to develop their knowledge across a range of subjects.
- At the time of this inspection, leaders were not able to determine whether the GCSE outcomes for previous Year 11 pupils represent good progress. This is because they focus on attainment rather than progress.
- Teachers plan lessons well and make use of the time available. Teachers use a variety of teaching methods and have undertaken training in meeting the needs of individual pupils. For example, teachers now think carefully about how to group pupils in lessons and direct specific questions to pupils of different abilities that challenge them to think.
- Teachers assess current pupils regularly. They use the information from formal assessments and from pupils' classwork and homework to check what they can and cannot do and to plan learning.

Paragraph 3(h)

- In the previous inspection, inspectors found that the proprietor did not ensure that teachers used effective strategies for managing pupils' behaviour.
- The action plan submitted to the DfE, which was rejected, did not give any actions for addressing this standard.
- Leaders subsequently analysed and reviewed behaviour information and put in place a system to improve the behaviour of pupils who were causing low-level disruption. There is now very little disruption to learning in classrooms throughout the school.
- Teachers apply the school behaviour policy consistently. Pupils are aware of the consequences of poor behaviour and aware of the rewards for positive behaviour.
- The standards in part 1 are now met.

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

Paragraph 5, 5(b), 5(b)(i)

- In the previous inspection, inspectors found that the proprietor needed to improve the spiritual, social, moral and cultural development of pupils to enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- The proprietor planned to do this by ensuring that pupils have greater opportunities to mix with a variety of people outside their own community.
- Pupils now have opportunities to develop their self-knowledge, self-esteem and self-confidence. In both key stages, pupils learn about British values and life in modern Britain. Pupils are confident and keen to express their opinions. In one lesson, pupils talked openly about challenges that can arise within friendships and how they would overcome them.
- Leaders ensure that a variety of external speakers, both male and female, visit the

school to talk to pupils. Recently, the school nurse gave a talk to pupils and one pupil reported that they were really pleased to have had the opportunity, as they can now consider a career in nursing.

- Leaders have increased the number of visits for pupils to spend time outside their community. Some of these visits are rewards. For example, a trip to Flamingo Land, a local theme park and others are linked to the curriculum. Pupils visit museums, galleries and places of worship.
- The school behaviour manager has developed and delivered a lesson to all pupils, which educates them about the protected characteristics set out in the Equality Act 2010. Through this, pupils have developed a strong awareness of and respect for how other people may live their lives.
- The standards in part 2 are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school has recently updated the safeguarding policy to reflect the latest government guidance. The policy is available to parents and carers on request and on the school's website.
- These standards were met at the previous inspection and continue to be met.

Paragraph 15

- At the time of the inspection, the admissions register was not compliant with legal requirements. For example, some pupils did not have their dates of birth, last school attended or parents or carers' names on the register. During the inspection, the school took action to rectify this.
- This standard is not met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18, 19, 20, 21

- The proprietor has ensured that all appropriate checks have been carried out on adults who work with pupils at the school. These checks are recorded appropriately on a single central register.
- These standards were met at the previous inspection and continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- In the previous inspection, the proprietor did not ensure that leaders demonstrated the skills to ensure that leaders could fulfil their responsibilities effectively or that the independent school standards were met consistently.
- The action plan submitted to the DfE stated that the headteacher would undertake a management course to further develop his management skills and a teaching and learning coordinator would be employed to support the headteacher to improve the quality of teaching and learning.

- Since the previous inspection, the headteacher has completed a management course to develop his leadership skills. This has enabled him to demonstrate stronger leadership. A new member of staff has been employed to oversee teaching and learning, providing challenge to and support for the headteacher and other staff.
- Specific actions, for example personalising professional development, have been taken to improve the quality of teaching. The effect of this can be seen in the improved quality of work in pupils' books and in the quality of teachers' planning.
- Leaders are more effectively monitoring the quality of teaching and learning. Through lesson observations and work scrutiny, leaders now support teachers and pupils more effectively to improve. Leaders ensure that teachers receive one-to-one time to thoroughly discuss the feedback they receive from monitoring activities and establish that they are clear about what they need to do to develop their teaching.
- The headteacher ensures that he is well organised for meetings and that he listens to staff views carefully. This means that staff have an opportunity to present their views and offer ideas to improve the school.
- The proprietor and headteacher took action during and following the inspection to ensure that the admissions register was improved.
- Leaders have a better knowledge of the independent school standards, but agree that they do not check frequently enough that the school meets them consistently.
- These standards are now met.

Schedule 10 of the Equality Act 2010

- At the time of the inspection, the proprietor had not made arrangements to meet the requirements of Schedule 10 of the Equality Act 2010 in ensuring access for disabled pupils. The document provided to the inspector considered how access to the school building could be increased for pupils who have a disability, but there was no consideration about how access to the curriculum or information could be improved.
- During the inspection, the proprietor acted to improve the accessibility plan for pupils who may have disabilities.
- This standard was not met at the previous inspection and remains unmet.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	130245
DfE registration number	380/6119
Inspection number	10081712

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

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	76
Proprietor	Amjad Mohammed
Headteacher	Yusuf Mayat
Annual fees (day pupils)	£2,075
Telephone number	01274 725005
Website	www.olivesecondary.org.uk/
Email address	yusuf.mayat@olivesecondary.org.uk
Date of previous standard inspection	11–13 July 2017

Information about this school

- Olive Secondary School split into Olive Secondary Boys and Olive Secondary Girls following approval from the DfE in October 2017. Olive Secondary Boys kept the original unique reference number.
- The previous standard inspection took place in July 2017.
- The school does not use any alternative education provision.
- The school is registered for pupils aged 11 to 18 years old, but currently has pupils aged 11 to 16 years old on roll.
- The school is an independent boys' school with an Islamic ethos.
- The school is owned by the sole proprietor who governs the school.
- The school does not have any pupils who have an education, health and care plan.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. It was conducted without notice. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This inspection was the first progress monitoring inspection since the standard inspection in July 2017, when the school was operating as a mixed school, prior to the formation of separate boys' and girls' schools in October 2017.
- The DfE required the school to complete an action plan for improvement. The action plan was evaluated by Ofsted in May 2018 and was subsequently rejected by the DfE.
- The inspector met with the headteacher, observed pupils' learning with the headteacher, spoke with the proprietor, staff and pupils and evaluated documents associated with the independent school standards. The inspector scrutinised a variety of pupils' work and checked safeguarding records and the single central register. The inspector also toured the premises.

Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 3. Welfare, health and safety of pupils

- 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.
- Schedule 10 of the Equality Act 2010.

The school now meets the following requirements of the independent school standards

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 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;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
 - 5(b) ensures that principles are actively promoted which:
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 www.gov.uk/government/organisations/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk
© Crown copyright 2018