



Olive School

School Profile 2016/17

Olive School, Preston

September 2017

What have our successes been this year?

Over the past year, we have:

- Delivered a two form entry primary school with 121 learners and 24 members of staff.
- Achieved an outstanding set of results with our Reception and Year 1 Pupils.
- 93% of our Reception learners achieved a Good Level of Development (GLD) at the end of the academic year 2016/17 (National for 2016 was 69%)
- 100% of our pupils passed their phonics screening check in June 2017. The National Figure was 81% for 2017.
- In the academic Year 2016/17, the school did not have any year 2 pupils so there was no Key Stage 1 data.
- Our EYFS results for 2016/17 are as follows:

EYFS GLD	School	National
	93%	69% (2016)

- Our Year 1 phonics results for 2016 are as follows:

Year 1 Phonics	School	National
	97%	81%

- As a new school we very quickly settled into Preston. We established and embedded systems for achievement with an ultimate aim of working towards the Outstanding in all areas at our first OFSTED inspection.
- Improved the learning environment with improved facilities for our growing school.
- Achieved exemplary attendance with a figure of 97.1%.
- Continued to improve the standard of our teaching through regular training, coaching and a focus on professional practice.
- Opened the school in a temporary temporary location at The Eden School, Preston. As a school, we managed to work positively with The Eden regarding shared spaces.
- Successful move into London House on 27th March 2017. All parents and pupils inducted prior to the move.
- Continued to improve the support we provide to learners with special educational needs and complex needs – through enhanced training, improved support and better resources.
- Continue to provide excellent pastoral support for all pupils.

- Have an Active Parent Shuraa group who raised thousands of money for charity.
- Invested significantly in the development of future and existing middle leaders, through the National Professional Qualification for Middle Leadership (NPQML).
- Invested significantly in the development of future and existing senior leaders through the Accreditation of the Special Educational Needs Coordinator qualification. (SENCO)
- Delivered initiatives linked to the Leadership Specialism in School, Pupil Shuraa Eco Warriors and promoting healthy snacks in school.
- Raised over £10,000 pounds of charity and completed over 5000 hours of enrichment for our pupils (as part of our Tauheedul Mini Baccalareate)
- Provided enriched learning experiences for our pupils by having a half termly educational visit/ experience.
- Delivered a programme of sports and charitable activities with staff and parents.
- Sustained the role of parents through an active Parents' Shuraa (Council) delivering several projects and events of the wider community.
- Improved the safety of the external grounds and improved the pedestrian crossing by securing a Pedestrian Crossing Patrol.

What are we trying to improve?

- Reading ages for all pupils across all years.
- To effectively implement the Inspire Maths Curriculum in the school, ensuring that standards of attainment and progress are maintained.
- In EYFS close the gender gap for pupils exceeding the expected standard in Reading and Writing.
- In EYFS, close the Pupil Premium Gap for pupils exceeding the expected standard in Reading, Writing, Number and Shape, Space and Measure.
- In EYFS, to make changes to the curriculum, enrichment and experiences of pupils so that more pupils make expected progress in 'The World, Media and Materials and Being Imaginative.' (ELG 14, 16 and 17)
- How well we deliver and sustain our outstanding curriculum, providing exciting and stimulating experiences for our learners.
- How well we sustain high standards in all year groups as our school continues to grow.
- How well we induct and mentor new teachers and support staff as they join the school.

- Opportunities for our learners to have after school experiences that truly 'enrich' their learning.
- How well we deliver a varied and active curriculum in our temporary accommodation as our school grows.
- Our learning and teaching, so that it is consistently 'outstanding' more often by ensuring all of our lessons have pace and challenge and are engaging.
- How we support learners with disabilities and special educational needs with our teaching and support staff.
- Our foundation curriculum so that work is of the same quality as in core subjects and progress is evident in books.
- How we sustain our standards and our faith ethos, whilst continuing to ensure that the school is as inclusive and welcoming to people of all faith and cultures as possible.
- How we sustain the leadership and management of the school to support the long term future of the school.
- How we engage parents further in the life of the school.
- To enhance the faith and character development programme through implementing The Olive Scouts, initiatives around manners and charitable funding and creating a Reflection Area in each Learning Environment.
- How we can ensure that our provision is sustained for many years despite significant reductions in our school budget.
- How we continue to provide excellent pastoral support to learners – particularly a small minority of learners with particular emotional and behavioural difficulties.

How are we making sure that every child receives teaching to meet their individual needs?

At The Olive, we aim to ensure that the needs of each learner is taken into account by our teachers. We do this by:

- Providing in-class support, both 1:1 and group, so that all pupils make progress in every lesson;
- Setting pupils in Phonics
- Ensuring that baseline assessments are rigorous and relevant so that those with additional needs are identified early;
- Setting individual targets suitable to each learner's ability and tracking the progress of each learner closely and regularly to provide support when and where it is needed;

- Working closely with parents and experts in the local authority to develop Educational Health Care Plans (EHCP) for learners who have special educational needs;
- Provide regular training to our staff to support learners with physical and educational needs;
- Assessing learners every half-term in Reading, Writing and Mathematics, so teachers are constantly aware of learners who need support and challenge, and help them improve
- Working closely with parents so that they are aware of children's difficulties, know how we are supporting in school and how we support at home;
- Differentiating in our lesson planning and teaching to support and challenge the least and the most able;
- Providing training to our staff to deliver lessons with varied activities and engage learners with different ways of learning;
- Supporting learners with special educational needs through qualified and experienced support staff, effective partnership and expert staff from the Local Authority and the best equipment.

How do we make sure our learners are healthy, safe and well supported?

At The Olive, we take the health, safety and well-being of our learners very seriously. This includes:

- A strong faith ethos with a mission statement that focuses on developing a 'caring and secure Islamic environment enriched with the values of discipline, mutual care and respect.'
- Senior Leaders meet weekly to discuss pastoral concerns re pupils on the Every Child Matters Risk Register;
- A pastoral programme in school which support learners with particular emotional, behavioural or spiritual needs;
- Training for all staff on safeguarding (including aspects such as radicalisation and online safety), mental health and first aid.
- Regular assemblies and collective worship that focus on safe practices, good character, effective choices and positive values;
- Within PSHE and the assembly programme include opportunities to educate pupils on mainstream British values and risk of radicalisation.
- A programme of PSHE lessons and Circle Time that concentrates on keeping safe, keeping healthy and risks of extremism and radicalisation;

- Regular lessons in PE, science and citizenship as well as Sports Day and active playtimes that focus on healthy lifestyles;
- Regular opportunities to develop character through regular community activity, charitable giving and daily Circle Time;
- Regular lessons on how to identify and manage risk during their everyday work, rest and play;
- Training all learners on the acceptable and appropriate way to use information Technology, and the internet in particular, and monitoring how learners use technology;
- Strong antibullying ethos, policy and procedures that ensure that learners are supported if bullied and that bullying is addressed promptly and sensitively;
- Rigorous child protection procedures from safer recruitment and training of staff, including Prevent, to providing training and awareness for learners;
- A strong Pupil Shuraa (Council) who meet regularly with the Principal and give an insight into issues that cause concern;
- Regular structured guidance from staff on positive relationships, effective choices and positive faith values;
- All pupils and parents receive an online safety sessions annually.

How do we make sure all pupils attend their lessons and behave well?

Our school expects all pupils to have the highest levels of attendance. We ensure this by:

- Having a clear attendance policy that tackles truancy and monitor attendance closely.
- Recording attendance and punctuality electronically each day.
- Ensure that all pupils and parents are aware of our extended leave policy, which bans holidays during term time, and the consequences of lengthy absences on academic progress.
- Asking all parents to make routine medical appointments outside of school hours.
- Rewarding outstanding attendance and punctuality by all pupils.
- Working closely with the Educational Welfare Officer, other experts and parents to support learners with lower levels of attendance.

Our school expects all learners to behave well in and around school. We ensure this by:

- Promoting an ethos of high expectations across school and beyond;
- Ensuring that all learners and parents have an induction meeting, sign a home school agreement and are aware of the pupil code of conduct;
- Having a clear system that rewards excellent behaviour and progress and deters disruptive behaviour;
- Using a graduated system of behaviour reports for pupils who are persistently disruptive;
- Linking high expectations of behaviour to the Tauheedul Mini Bacculaureate
- Meeting regularly with parents who are persistently disruptive.
- Linking school leadership roles to excellent standards of behaviour and etiquette.

How we deliver ‘Leadership’ skills as part of our ‘Leadership’ Specialism?

Our leadership specialism is at the heart of everything we do. Our pupils learn all about their rights, roles and responsibilities as young leaders in Britain and the world today. Our Leadership programme develops moral, performance and civic leadership capacities and provides our pupils with skills and confidence they need to participate as future leaders and responsible, active citizens in our democratic society.

To help our pupils to become successful leaders and active citizens, we:

- Deliver PSHE lessons and community service social action projects to help our pupils put their moral and civic leadership skills into practice
- Enable our pupils to take part in projects around cancer awareness, the environment, equality and disaster relief.
- Recruit our pupils to important leadership roles within the school – for example, Pupil Shuraa which helps to promote positive relationships between pupils, represent their concerns and show leadership of key roles in school.
- Ask our pupils to represent the school at key events such as memorials to mark the Holocaust, Srebrenica Massacre and Armistice Day.
- Encourage our pupils to lead on charitable projects with over £10,000 was raised for local and national charities.
- Ask pupils to participate in whole school assemblies promoting oratory and communication skills.

How are we working with parents and the community?

We work with our parents and the community to:

- Seek advice and guidance from them through our Parents Shuraa (Council)
- Inform them of school activities and progress through a monthly newsletter, website information, twitter feed, texting service and annual report;
- Inform them of their child's progress through half termly reports and termly parents' consultation meetings each year.
- Involve them in learning more about the school through numerous Open Days and Parental Workshops;
- Inviting them to key events in the life of the school through class assemblies and awards events;
- Inviting them to attend half termly social action projects;
- Receive guidance from parents and the community on school plans and initiatives through questionnaires;
- Open Door Policy at all times with Parents;
- Principal Surgery held every month to take feedback/ concerns on a face to face individual level;
- Provide challenge to the school through the parent governors in the Governing Body of the school;
- SLT on duty at both the start and end of the day. Pupils are greeted and handed over by the class teacher which promotes the opportunity for regular feedback.

What activities and options are available to learners?

We have increased the number and range of activities available to all learners. These include:

- A wide range of extracurricular activities and clubs that exist in different subject areas;
- Literacy and numeracy support sessions and revision to support learner achievement;
- A range of trips and activities to enthuse learners and develop skills for learning and life;
- A programme of special assemblies, daily reflection, charitable giving and community service to promote personal and character development;
- Participation in 'World Book Day' and other special days to mark wider learning in each curriculum subject;

- Participation in Spirituality Days – Hajj Experience – and other activities to enhance creative and values learning;
- Participation in activities to learn about and develop an appreciation of British values
- Visits to other schools who have other faith denominations or no faith to learn from each other and share learning experiences;
- A programme of visits by ‘Big Stars’ through the Leadership Lecture Series
- A library in school to engage and encourage learners to read.
- Involvement in local authority projects aimed at community cohesion – including marking key events such as the Holocaust, Srebrenica Memorial and Armistice Day.
- ‘The Olive Voice’ competition that celebrates the talent of pupils in singing.