

Olive School, Preston

London House, Primrose Hill, Preston PR1 4BX

Inspection dates

26–27 June 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- The diligent and determined headteacher, ably supported by her extremely effective deputy principal, provides inspirational leadership for this happy and vibrant school.
- Highly effective teaching ensures that pupils learn exceptionally well and make excellent progress. As a result, pupils are extremely well prepared for the next stage of their education, both personally and academically.
- Leaders and teachers have the same high expectations of all pupils. They consider each pupil's individual needs carefully, adjusting teaching according to how well pupils are learning.
- Pupils are curious about the world around them and are respectful of the views and beliefs of others.
- Pupils' excellent behaviour makes a strong contribution to their enjoyment of school and to the quality of their learning.
- The multi-academy trust (MAT) provides exceptional support and challenge for the school and its staff.
- Parents and carers who completed Ofsted's online survey, Parent View, and those who spoke with the inspector were highly appreciative of the school's work.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make substantial progress due to the excellent match of learning to their identified needs and barriers.
- The curriculum develops pupils' deep knowledge and secure skills in a wide range of subjects. As a result, they are highly engaged and motivated to learn.
- The early years team provides children with an excellent start to school life. Children are happy, settled and excited about learning. They make very strong progress during early years and are well prepared for Year 1.
- Governance is highly effective. Members of the board work closely with staff and trustees to consider and review the school's work.
- Middle leaders are clear about their roles and responsibilities. They provide very effective support for teachers. As a result, high-quality teaching has been sustained over time.
- Pupils feel safe and state that bullying is exceptionally rare. They have a detailed understanding of how to keep themselves safe when working online.
- Leaders are preparing for the challenges of sustaining the quality of education given the school's further expansion into key stage 2 and the move to new premises.

Full report

What does the school need to do to improve further?

- Leaders should ensure that they implement effectively their plans to build on the school's excellent overall effectiveness as pupil numbers increase and the school moves to new premises.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Senior leaders have been instrumental in making sure that this relatively new school has provided high-quality education for all its pupils from the start. Leaders are ensuring that pupils continue to benefit from highly effective teaching as the school grows and develops into an all-through primary school.
- The headteacher and deputy principal lead with integrity, honesty and determination. They have the highest aspirations for pupils and staff and have developed a clear shared vision for the school's future. No stone is left unturned to move the school forward. Leaders strive to improve continually all aspects of school life. Meticulous monitoring with sharp targets and timescales is key to sustaining the excellent quality of teaching and pupils' achievements.
- High staff morale illustrates leaders' success in developing a cohesive and hard-working team of skilful professionals. Virtually all staff who responded to Ofsted's staff survey stated that they are proud to work at this school.
- The MAT's strong professional development programme and the school's own coaching and staff development programme ensure that staff benefit from high-quality opportunities to improve the quality of their teaching. This includes opportunities for teachers to work alongside colleagues in this and other schools within the MAT. A typical comment from a member of staff following this support was, 'I'm not the same teacher now!' This exemplifies the positive impact of leaders' sensitive but incisive monitoring of teaching, the identification of any improvements and coaching to implement these.
- Leaders make sure that additional funds, including special educational needs funding and pupil premium, are used fully to support pupils with special educational needs and/or disabilities (SEND) and the large number of disadvantaged pupils in the school. Their work to support pupils for whom English is an additional language is equally impressive. They have successfully identified pupils' barriers to learning and, through high-quality group and individual support, ensure that these groups of pupils make substantial progress and attain as well as their classmates over time.
- The primary physical education (PE) and sport premium is used effectively to develop teachers' subject knowledge in PE. All teachers and support staff have benefited from opportunities to observe high-quality teaching and learning delivered by specialist PE teachers. These specialists make a valuable contribution to pupils' enjoyment of sport. The proportion of pupils participating in clubs and competitions has increased as a result.
- The school is very well prepared for its future development into an all-through primary school. Leaders have drawn up plans for the school's development and future relocation to purpose-built premises.
- High aspirations for every pupil underpin the school's well-planned curriculum. It ensures that pupils develop strong knowledge and skills in a wide range of subjects. A rich, challenging and enjoyable curriculum is evident throughout the school, with pupils' exceptionally high-quality work displayed and celebrated. A typical comment

from pupils, 'It's the best day of the week when we do art', was made during a lesson to develop pupils' knowledge and understanding of pointillism and demonstrates pupils' strong enjoyment and engagement in their learning.

- Leaders have developed effective links with schools in the local area and use these very effectively to develop and enhance pupils' spiritual, moral, social and cultural education. Pupils learn about a number of world religions, including Christianity, and are involved in a range of events and activities to support a variety of charities. As a result, pupils have an excellent first-hand understanding of equality and diversity and are well prepared for future life in modern Britain.
- British values are promoted through the curriculum and everyday life in school. Pupils learn about democracy and the British voting system when electing their pupil council members.
- Leaders are determined to ensure that the school lies at the heart of the local community. Since the school opened, leaders have worked effectively with parents, pupils, and local businesses and organisations to develop and share the school's values and ethos.
- The school's values, 'Service, Teamwork, Ambition, Respect' (STAR), are woven into the school's work. The curriculum provides pupils with plenty of opportunities to develop these values through their respect for others, high expectations and aspirations in their work and their hopes for the future. They are also given plentiful opportunities to support the work of local and national charities. Additionally, they promote their leadership skills through service when undertaking responsibilities such as those of pupil council representatives.
- Parents are overwhelmingly positive in their views of the school. Senior leaders and other members of staff greet parents and pupils at the start of the school day. They welcome pupils, chat informally with parents and make sure that pupils are happy, settled and secure. There are also more formal opportunities for parents to share their views through a parent council.
- Middle leaders work closely with senior leaders and teachers to analyse pupils' progress. They make good use of all information about teaching and learning to identify the school's development priorities. Senior leaders are keenly aware of the challenges ahead and have made plans to sustain the high quality of teaching and learning and middle leadership further into key stage 2 in the coming months and years as the school continues to grow.

Governance of the school

- Members of the governing body routinely ask leaders searching questions about how well pupils are learning, the quality of teaching, pupils' behaviour and safeguarding arrangements. In addition, members of the governing body and trust officers complete a range of activities in school to ensure that they have accurate first-hand knowledge of the school's work. As a result, governors are confident that they have an accurate view of the school's performance and are clear about the priorities for future development. They have clear plans, agreed with leaders and trustees, to make sure

that the school is fully prepared to extend into Year 4 in September 2019 and to move into its new premises in September 2020.

- Leaders provide governors with comprehensive information about all aspects of the school's performance. The MAT and the governing body have developed a very effective two-way process for evaluating the school's performance, including detailed quality assurance reports. This ensures that everyone is well informed about the school's progress and can then hold leaders to account for the school's effectiveness.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders provide regular and effective training for staff and governors. As a result, all members of the school's community are knowledgeable about safeguarding matters and consistently follow the school's safeguarding policies and procedures.
- Adults pay close attention to pupils' safety and welfare and take prompt action on the rare occasions that they have any concerns. Comprehensive recruitment and background checks on all adults who work in school are completed in full.
- Leaders maintain strong links with parents and external agencies. Clear communication and good relationships ensure that parents have confidence in leaders' work to keep their children safe.
- The school's curriculum includes regular work on safety issues so that pupils are clear about what to do if they are worried or identify a problem. For example, pupils know what to do if they hear the fire alarm and understand how emergency drills help them to stay safe.

Quality of teaching, learning and assessment

Outstanding

- Teaching is often inspirational. Teaching staff share their enthusiasm for their subjects with their pupils, so that they make outstanding progress. Teachers have consistently high expectations of pupils' learning in all subjects. They set challenging, thought-provoking and highly engaging activities which ensure that pupils of all abilities are interested and keen to learn. As a result, pupils of all abilities, including disadvantaged pupils, those with SEND and the most able, learn extremely well.
- Consistently strong teaching of writing ensures that pupils develop a broad understanding of how to write for different purposes and audiences. Teachers place a strong emphasis on the correct use of grammar and punctuation and insist on pupils' inclusion of a rich and varied vocabulary in their writing. For example, Year 1 pupils learn how to write letters, sequence events in a story and describe characters very effectively. Their writing is interesting and shows the accurate application of basic skills.
- The teaching of reading is very effective. Strong and skilful phonics teaching equips pupils very effectively with secure early reading and writing skills. Older pupils read with appropriate characterisation and fluency, demonstrating a real love for reading.

- Mathematical skills are taught very successfully. Teachers provide ample opportunities for pupils to practise their skills across the curriculum. For instance, teachers use discrete mathematics sessions to practise and develop different techniques, for example, to present science results such as bar charts and pictograms. As a result, pupils become adept at using mathematics in a range of contexts.
- Teaching is very strong across the curriculum. Teachers provide pupils with opportunities to develop a wide range of knowledge and understanding. Pupils in Year 1 have studied Magna Carta and now understand that monarchs in the past could make new rules when they liked and could take money from people to fight wars. Teachers have detailed subject knowledge and use this to ensure that pupils become familiar with subject-specific vocabulary, procedures and techniques.
- Teaching ensures that pupils are clear about what they need to do to be successful in their learning. During the inspection, Year 3 pupils listened carefully as their teacher read from a story. Pupils then followed the teacher's instructions and completed their writing, linked to this passage, to a very high standard. These clear instructions and pupils' positive attitudes to their work enabled them to discover the meaning of new words and understand more complex text structures.
- Teachers make very effective use of assessment information. Consequently, teaching is highly responsive to pupils' needs. Teachers and support staff use a wide range of strategies to support pupils effectively, including disadvantaged pupils, pupils for whom English is an additional language and pupils with SEND. Adults were observed working skilfully and sensitively with individual pupils to help them to overcome any difficulties, enabling them to make as much, or in most cases stronger, progress than their classmates.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils love school and become very confident, resilient and ambitious learners. One pupil said, 'I enjoy our fun lessons!', while a second commented, 'I enjoy learning different things every day!' Another pupil described the range of enjoyable activities, including swimming, drumming and PE.
- Pupils take part in a wide range of activities with great enthusiasm. They take great care to make sure that they work to the best of their ability because they respect their teachers and want to do well.
- The school's work to develop pupils' language skills is particularly successful. Pupils, especially those for whom English is an additional language, learn how to express their thoughts and ideas clearly and confidently. They know that their views will be valued, appreciated and respected by their teachers and other pupils.
- Strong and caring relationships throughout the school ensure that pupils feel valued and secure. Pupils say that they trust adults to take good care of them and that any problems are quickly sorted out. One pupil said, 'Teachers and friends help me to feel safe.'

- Well-established rules and routines ensure that pupils are very knowledgeable about personal safety. For example, they know what they should do if they see anything that worries them when using the internet.
- Pupils have a very good understanding of how to stay healthy. Pupils explained to the inspector how their work in science had given them a detailed understanding of the importance of different foods to eat healthily. They also value and understand the importance of exercise through PE and swimming lessons.
- Pupils of different ages get on very well together. They enjoy meeting up with their friends during breaktimes and play imaginative games sensibly and safely. As a result, pupils are active, engaged and happy.
- Pupils learn about British values and talk about them clearly. They learn about other religions and, through very strong links with other schools, gain a personal understanding of different cultures and festivals. They appreciate and respect different cultures and welcome pupils from their link schools to, as one pupil told inspectors, 'share the things we have in common.'
- Any concerns about bullying are exceptionally rare. Pupils know that leaders will take prompt and appropriate action if there are any worries about pupils' welfare.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave exceptionally well. They are extremely polite, welcoming and eager to talk to visitors. They develop a sense of personal responsibility and know that their actions have consequences. This enables them to make mature choices and prepares them very well for the next stage of their education and life in modern Britain.
- Pupils' conduct around school is commendable. They care for the environment and ensure that their movement around school does not disturb other classes or groups of pupils working with support staff.
- Pupils behave very well during lessons and learning is not disturbed by any misbehaviour. At breaktimes and in the dining hall pupils behave impeccably. They eat lunch sensibly while chatting to friends about their day. Pupils respect adults and speak kindly to each other.
- Pupils thoroughly enjoy coming to school. Attendance is extremely high. Virtually all pupils are punctual, arriving at school in good time and ready to learn.

Outcomes for pupils

Outstanding

- Pupils make exceptional progress from their starting points in reading, writing and mathematics and across the curriculum. As a result, they develop strong knowledge and skills in a wide range of subjects. Skilful teaching ensures that all groups of pupils make equally strong progress, including pupils with SEND, those for whom English is an additional language and those who are disadvantaged.

- In the key stage 1 assessments in 2017 and 2018, almost all pupils attained the expected standard in writing. This was well above the national average. The most able pupils also attained highly in writing and a high proportion achieved greater depth.
- Pupils, especially those for whom English is an additional language, develop strong language and vocabulary skills as they move through the school. This supports their substantial progress in writing. Pupils use a rich and subject-specific vocabulary across a wide range of subjects. They have a strongly developed and secure understanding of how to structure their writing. Improvements in the accuracy, fluency and complexity of their writing across the year are seen in this typical example from a Year 2 pupil: 'Shockingly, the emperor, who rules the country, is horribly mean and vicious.'
- Pupils develop very secure mathematical knowledge and understanding. They make outstanding progress and are equipped with a strong set of mathematical skills. Pupils become confident in resolving increasingly challenging mathematical problems. The meaningful application of mathematics to solve problems in other subjects contributes well to pupils' growing knowledge and skills. Effective questioning by adults enhances and deepens pupils' mathematical understanding by encouraging them to fully explain their mathematical thinking.
- Pupils rapidly develop their reading skills and make very strong progress in reading. They enjoy books and develop preferences for different authors. Pupils have a strong understanding of the difference between fiction and non-fiction books.
- Consistently well-taught phonics skills ensure that pupils have reliable strategies for tackling more difficult words and texts. All pupils achieved the expected standard in the Year 1 phonics screening check in 2018. This is a remarkable achievement considering pupils' starting points.
- Pupils' books indicate that current pupils make excellent progress in a range of subjects. This was illustrated by pupils who developed an improved understanding of Chinese culture and language during a focused learning day. In PE, Year 3 pupils are very effectively taught by appropriately trained sports teachers who provide a high-quality focus on the development of sporting skills. Pupils' understanding of democracy is developed well in geography and history when pupils study Ancient Greek civilisation. This strong emphasis on knowledge and skill development in a wide range of subjects ensures that pupils are exceptionally well prepared for the next stage of their education.
- The school's highly effective focus on pupils' personal and social development means that pupils develop skills such as determination and perseverance. This enables them to tackle increasingly challenging work. The school's approach to promoting the trust's STAR values through its work ensures that pupils become increasingly aware of how their application of these values and attributes will help them to learn. For example, pupils persevere when they undertake more challenging work and recognise that they are developing resilience and, ultimately, raising their ambitions.

Early years provision

Outstanding

- Children make exceptional progress from starting points that are lower than is typical for their age. The proportion of children achieving a good level of development was above the national average in both 2017 and 2018.
- Leaders are very effective in monitoring progress and spotting priorities for improvement. They identify communication and language development as key priorities, especially for those pupils for whom English is an additional language, and set to work to improve these skills. The emphasis on developing these weaker aspects through whole-class, group and individual teaching has been highly successful. As a result, children, especially disadvantaged children, make excellent progress and are well prepared for Year 1.
- The most able children thrive in response to high-quality teaching and learning and typically work well beyond the standards expected by the end of early years in reading, writing and mathematics.
- The early years leader provides strong leadership for her team. She is highly knowledgeable about early years education and very clear about the priorities for development. She and her team share the same high expectations of all children.
- Clear assessment and meticulous monitoring provide information for leaders to adapt the curriculum to meet children's emerging needs. For example, observations of children's underdeveloped fine motor control resulted in effective training for all staff, especially in pencil control. This attention to detail has resulted in huge improvements in children's letter formation.
- Adults use very effective questioning to explore children's understanding and develop their learning. In writing, children are encouraged to apply their well-developed knowledge of phonics to unknown words. In number activities, support staff use questions to deepen children's understanding and application of number facts.
- Leaders have ensured that the classroom area is safe, well organised and equipped with a wide range of good-quality resources. Prior learning in English and mathematics is effectively displayed to remind children and encourage their further development.
- Statutory welfare requirements, including those related to safeguarding, are met. Consequently, children feel safe, develop positive relations with their peers and adults, and enjoy their learning. Children's behaviour is excellent.

School details

Unique reference number	142866
Local authority	Lancashire
Inspection number	10087791

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The board of trustees
Chair	Imraan Patel
Headteacher	Dawn Forshaw
Telephone number	01772 926100
Website	www.olivepreston.com
Email address	info@olivepreston.staracademies.org
Date of previous inspection	Not previously inspected

Information about this school

- The Olive School opened as a two-form entry, Muslim-faith-based primary school in September 2016. It is part of the STAR Academies Trust. It has yet to have its first section 48 inspection.
- Currently, the school has four year groups: Reception, Year 1, Year 2 and Year 3 with a total of 240 pupils. This is due to extend annually until 2021 when it will have the full primary age range and will also have moved into purpose-built premises.
- All pupils are from minority ethnic backgrounds and almost three quarters of them speak English as an additional language; these are well above the proportions seen nationally.
- The proportion of pupils supported by the pupil premium funding is higher than the national average.
- The proportion of pupils with SEND is slightly below average.

- The proportion of pupils who have an education, health and care plan is below average.

Information about this inspection

- Inspectors observed learning in all classes and in a range of subjects and scrutinised pupils' work. Some of these activities were carried out jointly with senior leaders.
- Inspectors listened to pupils read.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, at breaktime and in the classroom.
- The inspectors met with pupils, formally and informally, to listen to their views.
- Meetings were held with the senior leaders, subject leaders, teachers, members of the governing body and representatives of the trust.
- Inspectors scrutinised a wide range of documentation, including information about pupils' attainment and progress and the school's self-evaluation and improvement plans. Inspectors considered records relating to teaching and learning, pupils' attendance and behaviour and the safeguarding of pupils. A scrutiny of the website was also undertaken.
- Inspector considered the views of parents through informal and formal meetings and 52 responses received through the free-text facility on Parent View, Ofsted's online survey. Inspectors also considered the responses of 34 pupils and 30 staff to their respective surveys.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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