



Olive School

School Profile 2019/20

Olive School, Preston

September 2019

What have our successes been this year?

Over the past year, we have:

- Achieved an outstanding set of results in our second End of Key Stage 1 assessments
- Continued to deliver outstanding results with our Reception and Year 1 Pupils.
- 92% of our Reception children achieved a Good Level of Development (GLD) at the end of the academic year 2018/19 (National figure for 2017/18 was 72%)
- In our third year of running 98% of our pupils passed their phonics screening check in June 2019. (National Figure was 82% for 2017/18)
- At the end of Y2 (end of KS1) the proportion of pupils reaching the expected standard was: Reading 97%; Writing 92% and in Maths 98% of pupils.
- Our EYFS results for 2018/19 are as follows:

EYFS	School	National
GLD	92%	71% (2018)
At least expected- all ELGs	80%	69%

- We successfully reduced the differential between the performance of our disadvantaged pupils, compared to the performance of non-disadvantaged pupils.
- We successfully increased the proportion of pupils who secured the ELG in “Understanding the World”, “Exploring and Using Media and Materials” and “Being Imaginative.”

- Our Year 1 phonics results for 2018/19 are as follows:

Year 1 Phonics	School	National
	98%	81%

- 98% of our Year 1 pupils passed the phonics screening check. 75% of pupils scored 38 marks out of 40 and 20% achieved full marks.
- Our Y2 results for 2018/19 are as follows:

% pupils achieving the Expected Standard	School	National
Reading	97%	76%
Writing	92%	68%
Mathematics	98%	75%
Science	93%	

% pupils working at a Greater Depth within the Expected Standard	School	National
Reading	37%	25%
Writing	32%	16%
Mathematics	33%	21%
Science	NA	NA

- We have built on the very solid foundations that have been laid down and embedded systems for achievement and secured a judgement of outstanding across all areas at our first OFSTED inspection in June 2019.
- Improved the learning environment with improved facilities for our growing school by adding 4 new KS2 classrooms and a spacious dining area/school hall where the whole school can come together.
- Continued to achieve exemplary attendance with an improved figure of 97.5% for the academic year 2018/19.
- Continued to improve the standard of our teaching through regular training, coaching and a focus on developing professional practice.
- Continued to deliver the Inspire Maths curriculum across school- which helped to sustain the very high standards of achievement throughout the school.
- Continued to improve the support we provide to learners with special educational needs and complex needs – through enhanced training, improved support and better resources.
- Continued to provide excellent pastoral support for all pupils and their families by further developing our relationship with external agencies.
- Continued to invest significantly in the development of future and existing middle leaders to secure a healthy succession of leaders for the future.
- Continued to deliver initiatives linked to the Leadership Specialism in School, Pupil Shuraa, Eco Warriors and promoting healthy snacks in school.
- Raised thousands of pounds for charity and completed a substantial number of hours of enrichment for our pupils (as part of our Tauheedul Mini Bacculaureate)
- Continued to provide enriched learning experiences for our pupils by having regular educational visits/experiences carefully linked to curriculum areas, to enhance learning opportunities and to excite and enthuse the children about their learning.
- Continued to deliver a programme of sports and charitable activities with staff and parents.

- Continued to sustain the role of parents through our active Parents' Shuraa (Council) delivering several projects and events within the wider community.

What are we trying to improve?

- Ensure that the high standards secured by the school in its first three years are built upon and that the very high standards achieved by the pupils at the end of KS1 are maintained as they move into KS2.
- In EYFS continue to develop the quality of our outdoor continuous provision, and develop opportunities for children to take risks and work imaginatively.
- In EYFS continue to ensure that achievement in the ELGs for Understanding the World and the Expressive Arts are as strong as the other areas.
- Continue our work around developing vocabulary and accurate letter formation in EYFS and KS1.
- In the Year 1 phonics Screening Check, continue to ensure that more disadvantaged pupils secure full marks.
- In the end of KS1 assessments, ensure that more boys are working at a greater depth within the Expected Standard.
- In Year 3, ensure that all pupils make sustained progress, building on their achievements at the end of Year 2.
- Ensure that the pupils continue to enjoy a broad and rich curriculum, which prepares them well for life in modern Britain.
- Continue to ensure that the assessment of the foundation subjects is as robust as the assessment in core subjects.
- Continue to offer a comprehensive and effective programme of induction for new teachers and support staff so that there is no loss in the momentum of learning for our pupils.
- Continue to provide opportunities for our learners to have after school experiences that truly 'enrich' their learning.
- Through a carefully designed programme of continuous professional development and coaching, continue to ensure that standards in learning and teaching are consistently 'outstanding' across all classes and year groups.
- Continue to develop the effectiveness of support offered to learners with disabilities and special educational needs (and their families) with our teaching and support staff.
- Continue to ensure that whilst maintaining our high standards and our faith ethos, we also ensure that the school is inclusive and welcoming to people of all faith (and those with no faith) and cultures.

- Ensure that the long term future of the school is secure via a programme of long term, strategic planning, including the succession planning of leadership.
- Continue to develop opportunities for parents to be actively engaged in their child's learning as well as the wider life of the school.
- Continue to enhance the faith and character development programme that we offer by utilising the Mind, Body and Soul initiative, focusing on an holistic approach to pupils academic, physical and spiritual development.
- Through careful strategic planning and budgeting, ensure that our provision is sustained for subsequent years, despite potential reductions in our school budget.
- Continue to enhance the pastoral support provided by the school – 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;
- Streaming 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 significant special educational needs;
- Providing 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 can help them to improve;
- Assessing pupils termly in the non-core subjects to ensure that achievement in these subjects matches that in the core subjects;
- Working closely with parents so that they are aware of children's difficulties, know how we are supporting in school and how they can support at home;

- Planning all sessions in detail to ensure appropriate levels of support and challenge in every lesson for all learners, including the least and the most able;
- Providing training to our staff to ensure that the needs of every learner are met in every lesson;
- Supporting learners with special educational needs through qualified and experienced support staff, effective partnership with parents and with the support of expert staff from the Local Authority.

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

At The Olive School, 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 supports 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 the PSHE and the assembly programmes we include opportunities to educate pupils about mainstream British Values;
- A programme of PSHE lessons and Circle Time that concentrates on keeping safe, keeping healthy and the risks of extremism and radicalisation;
- Encouraging our pupils to adopt a healthy lifestyle by providing regular lessons in PE, science and citizenship as well as opportunities to engage in extra sport, Sports Day and active playtimes that encourage healthy lifestyles;
- Regular opportunities to develop character through a planned programme of community activity, charitable giving and regular 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 anti-bullying ethos, policy and procedures that encourage pupils to “Speak Out” and ensures that learners are supported if bullied and that bullying is addressed promptly and sensitively;
- Rigorous child protection procedures from safer recruitment and regular training of staff, including Prevent, to providing training and awareness for learners;
- A strong Pupil Shuraa (Council) who meet regularly with the Pupil Shuraa lead and give an insight into issues that pupils may be concerned about in school;
- Regular structured guidance from staff on positive relationships, effective choices and positive faith values;
- All pupils and parents receive an online safety session annually and Keeping Safe on-line also forms part of our Computing curriculum.

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 monitors attendance closely;
- Monitoring attendance and punctuality each day, and providing support at an early stage to bring about improvements where necessary;
- Ensuring that all pupils and parents are aware of our extended leave policy, which only authorises absence during term time in the most exceptional of cases, and which makes clear to parents the consequences of lengthy absences on academic progress;
- Encouraging parents to make routine medical appointments outside of school hours;
- Celebrating the attendance of each class each week, as part of our Celebration Assembly;
- Rewarding those pupils who achieve outstanding attendance and punctuality;
- 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;

- Having in place a graduated system of behaviour reports for pupils who are persistently disruptive;
- Linking high expectations of behaviour to the Star Academies Mini Baccalaureate;
- Meeting regularly with the parents of pupils who are persistently disruptive;
- Linking school leadership roles to excellent standards of behaviour and etiquette;
- Celebrating those children who demonstrate excellent behaviour.

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 morals, performance and civic leadership capacities and provides our pupils with the skills and confidence they need to participate as future leaders as 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 a range of projects e.g. 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, as well as providing opportunities to represent the views of peers, listen to the opinions of others and to develop leadership skills;
- Ask our pupils to represent the school at key community events such as memorials to mark the Holocaust and Armistice Day;
- Encourage our pupils to lead on charitable projects and fundraise for local and national charities;
- Provide opportunities for 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 their views and feedback through our Parent Shuraa (Council);
- Inform them of school activities and progress through a regular newsletter, website information, twitter feed, texting service and the annual report;

- Inform them of their child's progress through half termly reports and termly parents' consultation meetings;
- Involve them in learning more about the school through a programme of Open Days and Parental Workshops;
- Encourage their participation in key events in the life of the school through invitations to class assemblies, awards events and celebrations;
- Inviting them to participate in our 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 Surgeries held 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 library in school to engage and encourage learners to read for enjoyment;

- Involvement in local authority projects aimed at community cohesion – including marking key events such as the Holocaust and Armistice Day;
- ‘The Olive Voice’ competition that celebrates the talent of pupils in singing.