

The Olive School Hackney

Cazenove Rd, Hackney, N16 6AA

Inspection dates

12–13 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's outstanding leadership, supported by governors and Tauheedul Education Trust staff, has created a thriving school community where teaching is very strong resulting in pupils' excellent progress.
- Pupils enter the school with starting points which are below those typically found. School data show that in Year 2, pupils' attainment is at least in line with, or better than, national comparable figures for all groups in reading, writing and mathematics. This represents outstanding progress.
- The key to this excellent achievement by all pupils is the unrelenting monitoring of academic progress. Data are used comprehensively to focus on improving achievement. Focused and personalised interventions are promptly applied when any underachievement is identified.
- Much of the teaching is outstanding and it is never less than consistently good. There are excellent role models for high quality teaching right across the school.
- A considerable strength of the school is the quality of support provided for pupils by the learning coaches working with the teachers in classes. The teachers and learning coaches display excellent teamwork in each year group.
- The way that the school cares for pupils is excellent. This is recognised and appreciated by parents. In addition, the school offers extensive support for parents so that they can help their children. The school is a safe environment.
- Pupils' behaviour is impeccable. They are courteous, polite and sensible when moving around the temporary accommodation in which the school is housed. In lessons, they are engrossed in their learning.
- The curriculum is excellent. Detailed planning has produced a comprehensive and cohesive programme which is enhanced by an extensive range of sporting and art activities. The curriculum is based on core skills, with a focus on the study of a rich variety of cultures, British history and other faiths. As a result, pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very well prepared for life in modern Britain.
- Governors are highly ambitious for the school. They are rigorous in holding school leaders to account. They have a clear vision for the development of the highest academic achievement for all pupils, together with the opportunities to make a positive contribution to the community.
- Children in the Reception classes get off to an excellent start. This is due to very strong leadership and teaching, leading to rapid progress in their learning and personal development.
- School leaders have used the support and challenge offered by the Trust and the local authority to focus on and review improvements very effectively.

Information about this inspection

- Inspectors observed the teaching in 17 lessons, of which five were joint observations with senior leaders at the school.
- Meetings were held with pupils, governors, the executive headteacher and headteacher, and senior and middle leaders. An inspector also heard pupils read. In addition, an inspector met with the partnership director from the Tauheedul Education Trust and a representative of the local authority.
- The inspectors observed the school's work. They looked at a range of information, including data on pupils' achievement, planning and monitoring documentation used by teachers to check on how well the school is performing. They looked at minutes of meetings of the governing body, records of behaviour and attendance, and documents relating to safeguarding. Pupils' books were also scrutinised.
- An analysis was made of the 75 responses to the Ofsted Parent View online survey. The 80 responses to the recent parental survey undertaken by the school were also considered. In addition, the results from a school survey of 257 pupils in February 2015 were reviewed. Forty-four responses to the questionnaire distributed to staff during the inspection were also analysed.

Inspection team

Robert Pyner, Lead inspector

Her Majesty's Inspector

Paula Craigie

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school.
- The Olive School Hackney opened as a Muslim faith free school in September 2013. Currently it has Reception, Year 1 and Year 2 classes and is growing year on year until it has the full primary age range. There are three classes in each year group. The school is sponsored by the the Tauheedul Education Trust, a chain of primary and secondary schools in the North West, West Midlands and London.
- The school is currently housed in temporary accommodation in a community centre adjacent to a mosque. It will move into purpose-built accommodation in September 2016.
- Almost all of the pupils are from minority ethnic groups; this is over three times the national average. Around one third are from an Indian heritage, with around one sixth being Bangladeshi and one tenth African.
- Around three quarters of the pupils speak a first language other than English. However, school records show that all of the pupils come from families whose first language is not English.
- The proportion of disadvantaged pupils who are eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals, is around the national average, at just under a quarter of the school roll.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, but the proportion of pupils with greater learning needs supported through school action plus or with a statement of special educational needs is average.
- A smaller than average proportion of pupils join or leave the school other than at the usual times.
- The governing body manages a breakfast club on the school site.
- The school does not use alternative provision for pupils.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, using the excellent role models found in the school.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher and headteacher have been highly effective in establishing the school and introducing strategies and structures to ensure that pupils achieve the highest standards of academic progress and personal development. They have a relentless commitment to excellence and have established a very strong team of staff across the school. Parents recognise and greatly appreciate this drive to provide the highest standards of education and care for their children.
- Senior leaders rightly focus on the quality of teaching and the development of strong teams of teachers and learning coaches in the year groups. Excellent induction procedures for staff, high quality training for teachers and learning coaches, together with monitoring and support from senior leaders, have meant that the changes in staff since the school opened have not slowed pupils' excellent progress. Their academic progress is tracked at regular intervals and teachers are held to account for all the pupils in their care. Robust targets for pupils' achievement are set for teachers and learning coaches, with regular reviews leading to support or challenge, if appropriate. Teaching staff appreciate the support that they receive and morale is very high. Behaviour, attendance and punctuality are monitored and analysed closely.
- Middle leaders use the strong team ethos in the Early Years Foundation Stage and Key Stage 1 cohorts to enhance provision. They carefully monitor the effectiveness of teaching and learning, developing improvement strategies and sharing effective practice in order to improve outcomes for pupils. Year group teams have a comprehensive understanding of the needs of all the pupils in their classes, and use this information to provide specific support to families to reinforce school work.
- Pupil premium funding is used very effectively to ensure that the needs of disadvantaged pupils are identified and appropriate support provided. Additional staffing is used effectively to meet the needs of disadvantaged pupils. Interventions are based on regular monitoring of the progress made by pupils and tailored to their individual needs. This approach has paid dividends in the rate of academic progress made by disadvantaged pupils. The funding is also used to ensure that this group enjoy the full range of opportunities open to all pupils, such as educational visits. Ensuring equality of opportunities for all is a very strong aspect of the ethos of the school.
- The school has made highly effective use of the primary physical education and sports grant. Sports coaches provide a wide range of sporting activities for pupils. This enables pupils to improve their health and well-being as well as learning new skills. Over half of the pupils take part in two or more after-school sports clubs which take place on the school site.
- The pupils benefit from an outstanding curriculum. A comprehensive and cohesive programme has been developed with themes and topics based on skills and knowledge, with a focus on the development of literacy and numeracy. The activities engage pupils well and capture their interest. Pupils can talk confidently about the kings and queens of England and the centenary of the beginning of the First World War. Many curriculum activities are based on literacy and pupils can talk thoughtfully about their work around famous stories such as 'The Gingerbread Man'. The curriculum promotes learning about all major faiths and beliefs. Overall, the curriculum promotes excellent progress in all subjects and supports pupils' outstanding spiritual, moral, social and cultural development. As a result, they are well prepared for life in modern Britain. Recently, the school's work in raising funds for charities was recognised with a national award.
- The partnership director from Tauheedul Education Trust staff supports the school extremely well and provides both support and challenge for further improvement. A very effective element of the external support and challenge for the school is the link with the local authority through the Hackney Learning Trust. This group is commissioned to provide regular reviews of teaching and pupil progress. This range of support has been used exceptionally well by school leaders to promote further improvement.
- **The governance of the school:**
 - The governing body has the highest aspirations for the pupils and monitors outcomes closely. Governors are very knowledgeable about the work of the school and are fully involved in the plans for the new building. They have an excellent understanding of the quality of teaching and pupils' outcomes. Governors use data and other information to provide very effective challenge to school leaders.
 - The Chair of the Governing Body is also the Chief Executive Officer of the Trust. Experience in the development of academies and free schools across the country has been applied to the creation of The Olive School Hackney. This has been influential in supporting school leaders in their drive for excellence. Now that the school is established, effective succession planning is in place to appoint a Chair who is locally based from September.

- Arrangements for monitoring the performance of teachers are robust. Decisions about pay progression for teachers are transparent and aligned to the progress of pupils.
- Governors have prioritised the safeguarding of pupils as a key aspect of the school's development. They have focused on ensuring that safeguarding regulations are met in full and monitor policy and practice rigorously.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils' attitudes to learning are excellent because clear expectations of behaviour have been established. The pupils say that lessons are very rarely disrupted by even minor misbehaviour. Pupils are polite and courteous and help each other in lessons.
- The current school site involves the pupils moving around a building that was not designed as a school, with many stairs and a small outside area. The pupils are aware of the need to behave well and move sensibly around the school and especially in the outside areas. They show great respect for each other and their school environment. The well-attended breakfast club provides an excellent, successful opportunity for a calm and orderly start to the day.
- There have been no exclusions or recorded cases of racist incidents or bullying. Comprehensive systems are in place to record these incidents should they occur. Records of behaviour are analysed in detail and particularly 'black cloud' incidents so that any patterns can be identified in order that individual support can be provided. The school can fully justify with examples where this approach has improved the behaviour of individual pupils significantly.
- Attendance has improved significantly during this school year following a concerted drive to meet the school's target, which is above the national average. This has now been achieved and punctuality has also improved this year following work with individual families.
- The views of pupils, parents and staff confirm inspectors' findings that excellent behaviour is a very strong feature of the school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Leaders and governors give the highest priority to providing a safe environment in which the pupils can learn. Together with this, there is a strong emphasis on helping pupils understand how to stay safe because it is taught well in lessons.
- Pupils feel safe at school and understand ways in which they can safely use the internet. They show very safe practices when moving around the school and, for example, crossing the road to use the facilities at a nearby school.
- Staff have undertaken extensive safeguarding training with all requirements in place. Training has included work to ensure that staff understand how to protect pupils from risks, including those of extremism.
- School survey responses, including the Ofsted online survey, show that parents are confident that their children are very safe at school.

The quality of teaching

is outstanding

- Monitoring records, corroborated by inspection evidence, indicate that significant proportions of teaching are consistently outstanding and all teaching is at least consistently good. This has improved since the school opened. As a result of the high quality of the teaching, pupils make outstanding progress.
- The work in the pupils' books is of a very high quality, with clear evidence of a broad curriculum being taught. The priority to ensure competency in the basic skills, including reading, writing and mathematics, is highly visible. Pupils are justifiably proud of the standard of work in their books and strive to meet the high expectations for presentation and content. Books show very clearly the strong progress made over time, particularly in writing. During a lesson for a Year 2 class working on the recount of a visit to a wetlands centre, the teacher's excellent use of technical language, reinforcing grammar and punctuation, was highly effective in enhancing the quality of pupils' writing.
- An excellent feature of the teaching in the school is the support provided by the learning coaches in each class. Teachers and learning coaches work as strong teams within the year groups, planning and assessing pupils' progress together. The success of this approach reflects the school's commitment to the provision of comprehensive training for the learning coaches, together with performance management

procedures. As a result of this approach, pupils receive intensive and often individual support which contributes to their excellent progress. Pupils who have special educational needs receive very focused support from learning coaches, which meets their specific needs extremely well.

- Teaching teams are highly effective in providing the most able pupils with opportunities to demonstrate what they have learned to provide further challenge. Sharing of the planning enables teaching teams to monitor work and intervene to provide further challenge for high achievers. A special focus is given to pupils who have weaker English communication skills so that they can engage in lessons effectively.
- Pupils' work is regularly and very consistently marked with guidance on how it can be improved. Pupils noted how they use the guidance in marking to undertake further activities which reinforce their learning. Books have individual targets for writing and mathematics and pupils understand these fully.

The achievement of pupils

is outstanding

- Pupils join the Reception classes displaying knowledge, skills and understanding below those typical for their age. As a result of accurate assessment of their knowledge and skills, and excellent teaching, pupils make rapid and sustained progress so that by the end of Reception, a significant number of pupils achieve the national benchmark of a good level of development. For example, in 2014, the proportion of pupils gaining this level was above the national average. Monitoring of Reception pupils this year shows that the proportion of pupils achieving a good level of development will be better than last year. This represents outstanding progress for the youngest children.
- This excellent achievement continues into Key Stage 1. The outcomes for the phonics (the sounds that letters make) screening check for Year 1 show that for 2014, the proportion achieving the expected standard was well above the national figure. Again, school monitoring predicts a significant improvement for this outcome this year. Inspection evidence demonstrates that the school's predictions for this year are accurate.
- Overall, pupils in Year 2 are fully on track to achieve outcomes for reading, writing and mathematics above those found nationally in 2014. This indicates that the excellent start that pupils experience in Reception continues and develops further in Key Stage 1.
- Disadvantaged pupils make outstanding progress. The latest Year 2 school monitoring data for the end of the spring term confirm the inspectors' judgement that disadvantaged pupils are already achieving outcomes in reading which are in line with those of similar pupils nationally when measured at the end of the school year in 2014. For writing and mathematics, disadvantaged pupils in the school are already achieving outcomes above the 2013/14 national end-of-year figures for this group. For all three subjects, there is no gap in the latest outcome measures between disadvantaged pupils and other pupils in the school. In addition, the latest school monitoring figures for disadvantaged pupils also show this group is just one term behind other pupils nationally in reading and mathematics when compared with the final 2013/14 outcomes. There is no gap between these two groups when assessing their skills in writing.
- The progress made by disabled pupils and those with special educational needs is outstanding and in line with that of all pupils nationally. The inclusion leader monitors the progress of these pupils very effectively. Just as impressive is the achievement of pupils whose first language is not English and the very high proportion from minority ethnic groups, given that outcomes in the core subjects are on track to be better than the comparable national averages.
- The most able pupils also make excellent progress. The detailed school tracking system confirms that almost all of the more able pupils are on track to meet their challenging targets in reading, writing and mathematics.

The early years provision

is outstanding

- Strong leadership and highly effective teaching ensure children in the Reception classes get off to an excellent start in school. They are very well prepared for Year 1 by the time they leave Reception.
- The school building presents some challenges for the staff. In particular, the limitations of outdoor space mean that children are more restricted in fully developing their physical skills using outdoor resources. However, staff make the most effective use of the space available for outdoor learning. In addition, there is an arrangement with an adjacent Jewish faith primary school for children to use its outside resources on a daily basis. This means that all the Reception children have the opportunity to use appropriate outdoor learning resources on a regular basis. As well as facilitating pupils' physical development, this arrangement enables regular contacts between the pupils from both of the faith schools.

- The school has developed a structured induction programme for children and parents which is effective in sharing an understanding of the work of the school. This is also highly effective in establishing contacts with families which can lead to wider support, including from other agencies. Parents work closely with staff and appreciate the support that they receive.
- Classrooms are stimulating environments for learning. Resources are of good quality and children can access them independently to support their learning. Together with the excellent care from staff, this provides a safe environment for the children's emotional and social development.
- Children enjoy their learning and are happy, engaged, polite and cooperative. They clearly enjoy the learning planned for them and are keen to interact with each other, adults and visitors. There are high standards of behaviour and respect, modelled very well by the adults.
- Teachers and learning coaches plan creative and imaginative activities reflecting all the areas of learning. The recording of children's progress is comprehensive and systematic. A highly effective element of the provision is the well-structured and systematic approach to teaching phonics which results in the outstanding progress in children's reading and writing across the curriculum.
- Senior leaders and the recently appointed early years leader have supported the development of high quality classroom practice. This has included monitoring and work moderation by local authority advisory staff which has supported further improvements in the quality of teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139814
Local authority	Hackney
Inspection number	450297

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Hamid Patel
Headteacher	Executive headteacher: Julie Bradley Headteacher: Yasmin Chaudhry
Date of previous school inspection	Not previously inspected
Telephone number	020 7683 7436
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