



Olive School

**The Olive School, Blackburn**  
**School Profile**

**What have our successes been this year?**

Over the past year, we have:

- Delivered a three-form entry primary school with 514 learners and 51 members of staff.
- Achieved an outstanding set of results with our Reception to Year 5 learners
- 94% of our Reception learners achieved a Good Level of Development (GLD) at the end of the year (National figure 70.7%)
- 100% of our Year 1 pupils passed their Phonics Screening check in June placing the school in the top 3% nationally (National figure 81%)
- Our Year 2, end of Key Stage 1, SAT tests produced excellent results:

	Expected	Greater Depth
Reading	97%	52%
Writing	98%	54%
Mathematics	98%	56%

- Successfully achieved Teaching School Status
- Continued to provide a facility for 630 pupils that is safe and well-resourced with extensive grounds
- Improved the catering service further so that all learners and staff could enjoy nutritious hot meals each day.
- Achieved exemplary attendance with a figure of 98.4%
- Continued to improve the standard of our teaching through regular training, coaching and a focus on our own professional practice.
- Continued to improve the support we provide for learners with special educational needs and complex needs – through enhanced training, improved support and better resources.
- Enhanced our Pastoral support for our learners with the addition of a Director of Pastoral support to support our two Learning and Well-being coordinators
- Raised thousands of pounds for charity.
- Invested significantly in the development of future and existing senior leaders through the NPQH programme.
- Invested significantly in the development of future and existing middle leaders, through the National Professional Qualifications for Middle Leadership (NPQML).
- Developed close working relationships with the other primary schools in the borough through a formal School Improvement group partnership
- Continued to strengthen our relationship with our partner primary schools in Hackney, Birmingham, Bolton and Preston

## What are we trying to improve?

Currently, we are working hard to improve:

- How well we deliver and sustain our outstanding curriculum, providing exciting and stimulating experiences for our learners
- How well we sustain the 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 our school
- Opportunities for our learners to have after school experiences that truly 'enrich' their learning
- How well we grow and enhance our curriculum on our new school site
- 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 support staff.
- Our foundation curriculum so that work is of the same quality as in core subjects
- 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 faiths 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.

## **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;
- Ensuring our 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;
- Identifying where we may need external support for pupils with particular 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;
- Working closely with parents so that they are aware of children's difficulties, know how we are supporting in school and know how to support at home;
- Differentiating in our lesson planning and teaching to support and challenge the least and most able;
- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning.

## **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.'
- A Pastoral Group, made up of middle and senior leaders, meets regularly to support our most vulnerable learners;
- A Pastoral programme in school which support learners with particular emotional, behavioural or spiritual needs;
- Regular assemblies and collective worship that focus on safe practices, good character and positive values;
- A programme of PSHCE lessons and Circle Time that concentrates on keeping safe, keeping healthy, FBV, and risks of extremism and radicalization;
- Regular lessons in P.E., 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 anti-bullying 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 Student Shura (Council) who meet regularly with the Executive Headteacher and give an insight into issues that are causing concern.
- Regular structured guidance from all staff on good relationships, effective choices and positive faith values;
- All new learners and parents receiving an e-safety session as part of their induction to the school.

## **What have we done in response to our Ofsted report?**

The school was inspected by Ofsted in June, 2015 and was rated as 'outstanding' in all areas.

However, we want to keep improving. In response to our Ofsted inspection report, we have:

- Continued to improve our teaching whilst delivering our decant to new premises in September 2016;
- Continued to improve our curriculum as we add more year groups each year

- Continue to develop our teachers and support staff so that we maintain the outstanding provision in all classes;
- Continued to enhance initiatives and activities to encourage our learners to develop healthy lifestyles – including the awareness of learners and staff to the risk of radicalisation and sexual exploitation.

## **How are we working with parents and the community?**

We work with our parents and community to:

- Seek advice and guidance from them through our Parents' Council;
- Inform them of school activities and progress through a termly newsletter, website information and annual report;
- 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;
- Receive guidance from parents and the community on school plans and initiatives through QDP questionnaires;
- Provide support and challenge to the school through the parent governors on the Governing Body of the school;

## **How do we make sure all learners attend their lessons and behave well?**

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

- Having a clear attendance policy that tackles truancy and monitors attendance closely.
- Recording attendance and punctuality electronically in each lesson.
- Ensuring that all learners 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.
- Working closely with the Educational Welfare Officer, other experts and parents to support learners with lower levels of attendance.
- Rewarding outstanding attendance and punctuality by all learners.

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 student code of conduct;
- Having a clear rewards and sanctions system that rewards excellent behaviour and progress and deters disruptive behavior;

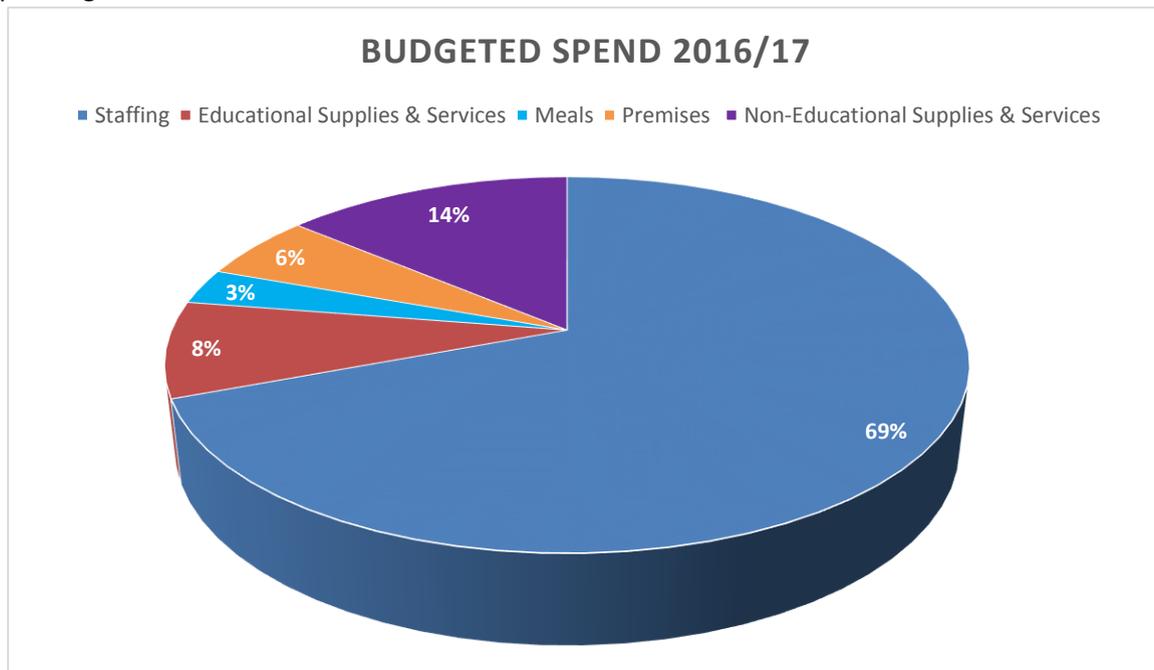
## What activities and options are available to learners?

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', 'Art Days' and other activities to enhance creative and values learning;
- Participation in activities to learn about, and develop an appreciation of, British values.
- Involvement in local authority projects aimed at community cohesion;
- 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 professionals from a range of sectors, to raise awareness of careers, other faiths and cultures;

## How did we allocate our budget last year?

Last year, the school's budgeted spend was £2.09m. The chart below shows how we allocated this spending.



## **What capital (buildings) project did we undertake last year?**

There were few capital buildings activities during the year as most of the activity was based on addressing 'snagging' items from the new build.

However, there were a few additional areas that needed addressing, mostly related to ensuring the security and safety of the premises

- Additional fencing around the estate
- Additional gates to allow access through security fencing
- Additional car park gates to ensure smooth flow of traffic before and after school
- Speed bumps throughout the estate to ensure safe and slow passage of vehicles
- Additional line markings to ensure the safety of the movement of traffic through the estate
- Additional pathways for pedestrians to ensure the safety when entering and leaving the estate
- Playground equipment for our youngest pupils in school