



Olive School

The Olive School, Birmingham

Annual Report to Parents 2018



Star

What have our successes been this year?

Over the past year, we have:

- Delivered a three-form entry primary school with 270 pupils and 46 members of staff;
- Opened 3 new temporary Year 2 classes in September 2017 and everyone settled very well into our additional temporary accommodation;
- Embedded systems for outstanding teaching, achievement, safety and wellbeing.
- Provided a vibrant and engaging curriculum with enriching learning experiences both within the school and outside, including through educational visits and visitors;
- Made links with neighbouring leisure centre and school to ensure facilities are used very well to deliver outstanding provision;
- Improved the quality of teaching through coaching, training and professional development so that 100% is good or outstanding;
- Improved the learning environment significantly;
- Achieved an outstanding set of results with our Reception, Year 1 and Year 2 pupils;

	The Olive School		National 2018	
Reception Good Level of Development (GLD)	90%		72%	
Year 1 Phonics	97%		82%	
Year 2 Phonics	100%		92%	
	Expected	Greater depth	Expected	Greater Depth
KS1 Reading	89%	25%	75%	26%
KS1 Writing	88%	15%	70%	16%
KS1 Maths	91%	27%	76%	22%
KS1 Science	92%		83%	

- Embedded inclusion so that 100% of pupils in receipt of Pupil Premium have achieved against the expected standard for their age and SEN pupils made good progress;
- Embedded the Student Council to enable pupil voice and leadership development;
- Raised over £10,000 in charity, as well as collecting 63.2kg of food in foodbank donations, equivalent to 137 meals;
- Delivered over 11,000 hours of enrichment for our pupils as part of the Star Mini-Baccalaureate;
- Made links with other schools to carry out partnership work;
- Continued with our partnership work with our Trust schools in Blackburn, London, Preston and Bolton;
- Worked with St. John's School and other community members for the 'Great Get Together' in memory of the late Jo Cox;
- Delivered a robust Travel Plan for the safe flow of traffic around the school, allowing extra drop off time to support parents;
- Maintained 5 Star hygiene rating from the Food Standards Agency.
- Reduced persistent absenteeism to 7%

What are we trying to improve?

- Ensure teaching continues to be good or outstanding;
- Ensure attendance target is met or actions continue to show improvement;
- Continue to ensure Sports Premium is used to include more physical activities;
- Embed assessment of all subjects in as much detail as core subjects;

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

At The Olive, we take the health, safety and wellbeing 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';
- Regular Senior Leaders' meetings to discuss pastoral concerns regarding pupils with particular emotional or behavioural needs;
- A pastoral programme in school which support learners with particular emotional, and behavioural needs, including links with external agencies to support where necessary;
- Regular assemblies and collective worship that focus on safe practices, good character and positive values;
- A programme of PSHE lessons and Circle Time that concentrates on keeping safe, keeping healthy, FBV, and risks of extremism and radicalisation;
- 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 Council who meet regularly with the Principal 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;
- Training for all staff on safeguarding (including aspects such as radicalisation and online safety), mental health and first aid.

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;
- Using data on pupil progress very well to ensure every child's needs are met;
- 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;
- Identifying where we may need external support for pupils with particular 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 them in school and how we support them 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.

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 absence and monitors attendance very closely;
- Recording attendance and punctuality electronically each day;
- Following up all absences with support for improvement;
- Ensuring 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 pupils' outstanding attendance and punctuality;
- Supporting pupils who are at risk of not achieving the attendance target;
- 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 Star Mini Baccalaureate;
- Meeting regularly with parents of pupils who face difficulties with managing their own behaviour;
- Teaching pupils the 7 Habits of effective learners.

How are we working with parents and the community?

We work with our parents and the community in various ways including:

- Seeking their support for school based community activities through our governing body;
- Informing them of school activities and progress through a monthly newsletter, website information, twitter feed, texting service and annual report;
- Informing them of their child's progress through half termly reports and termly parents' consultation meetings each year;
- Involving 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;
- Receiving guidance from parents and the community on school plans and initiatives through questionnaires;
- Operating an Open Door Policy with Parents;
- Providing challenge to the school through the parent governors in the Governing Body of the school;
- Having all 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.
- Working closely with parents to understand their children's emotional, social and medical needs to ensure provision is matched accurately;
- Working with families who may need extra support from the school during key points in life and offering that support wherever possible through a personalised provision;
- Working with local community members to provide the best service for our families.

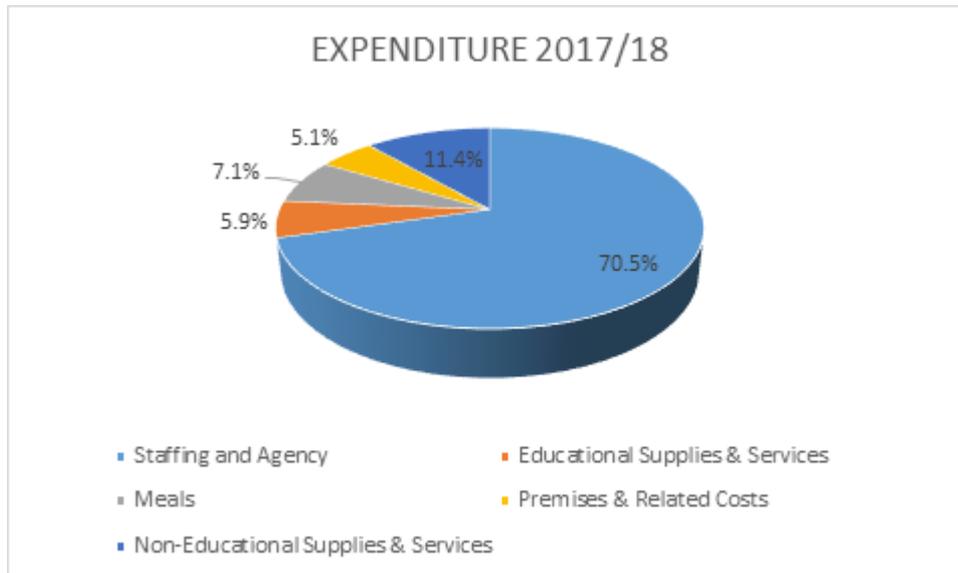
What activities and options are available to pupils?

We have provided a 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, Super Learning Weeks and other activities to enhance creative and values learning;
- Participation in activities to learn about and develop an appreciation of British values;
- Visitors from other schools who have other faith denominations or no faith to learn from each other and share learning experiences;
- Involvement in projects aimed at community cohesion – including marking key events such as Armistice Day;
- 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 £1,477,998.



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

- Improving the playground.
- Improving the layout of Reception EYFS provision.