

# Inspection of Olive High Boys

Ormerod Road (Entrance Via Shorey Bank), Burnley, Lancashire BB11 2RU

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Inspection dates: 1 to 3 October 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Olive High Boys is an extremely warm and welcoming school. Pupils are compassionate towards each other and forge strong friendships. They appreciate the care and support that they are given by their teachers. The friendly atmosphere helps pupils to feel safe and extremely well cared for.

Pupils respond well to the exceptionally high expectations that the school has of their behaviour. They are respectful and courteous towards each other. Pupils understand and live up to the 'OLIVE way' of learning. Pupils heartily approach their learning with confidence and resilience. Their positive demeanour helps them to thrive in school.

Pupils are driven and ambitious to succeed academically. The school's carefully designed curriculum ensures that pupils learn all that they should to help them to achieve well. This prepares pupils well for their next stage in education.

Pupils benefit from a plethora of extra-curricular activities. They enjoy taking part in competitions such as public speaking. This helps them to build their confidence and strengthen their communication skills. Pupils value opportunities that enable them to be positive role models for the younger pupils. For example, they lead eco-projects such as litter picking and raising environmental awareness. Pupils relish the variety of clubs which encourage them to pursue their interests such as gardening, computing, chess and coding. In particular, pupils thoroughly enjoy developing their culinary skills and sharing the tasty treats that they cook with their family and friends.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and highly aspirational curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The essential subject knowledge that pupils need to learn is expertly identified and logically ordered. This helps pupils to build on their knowledge securely over time.

Teachers use their exceptionally strong subject knowledge to design high-quality learning activities. The subject content is clearly explained and taught effectively. This helps pupils to make insightful connections between their learning across subjects.

Teachers place a sharp focus in ensuring that pupils apply their learning to increasingly complex activities. They use assessment strategies skilfully to check that pupils know and remember the subject content well. This helps them to review and remedy any gaps in knowledge quickly.

The school fervently ensures that there is high vigilance in identifying and meeting any additional needs of pupils with SEND. Consequently, pupils with SEND access the same ambitious curriculum as their peers.

The school zealously promotes the love of reading. Pupils who find reading difficult receive targeted support. This helps them to quickly become competent and fluent readers. Staff adeptly choose books that help pupils to deeply explore themes such as diversity, identity and gender stereotypes. Time is allocated during the day for pupils to read. This encourages pupils to read frequently and with joy.

Pupils' behaviour is exceptional. They greet each other warmly and are extremely respectful of the school routines. Pupils are conscientious, dedicated and extremely devoted to their learning. This instils a strong sense of calmness and purposefulness across school. The rate of pupils' attendance is exceptionally high.

The schools' programme to promote pupils' personal development is first rate. Pupils receive a comprehensive personal, social, health and economic education curriculum. They learn extensively about how to avoid dangers within the community as well as online risks. Impressively, pupils also learn to master wider skills such as how to change a plug, how to administer resuscitation and wrap a sling.

Pupils cherish the opportunities that they have to take part in charitable endeavours. They relished serving the community through 'the big local mosque clean-up', litter picking projects and church harvesting activities. This encourages the importance of helping others regardless of faith and culture. Pupils understand how paramount it is to respect differences between people. They are prepared exceptionally well for life in modern Britain.

Pupils benefit from an extremely successful careers programme. They receive high-quality impartial careers advice. Pupils gain insightful information from workshops with colleges and participation in various leadership awards. Pupils also enjoy a rich set of experiences such as visits to the Houses of Parliament and airport runways. This widens their knowledge of life beyond the curriculum. It also prepares pupils well for their next stage in education, employment or training.

Staff value the deep care and consideration that the school gives to manage their workload and well-being. As such, they are dedicated to providing the best education and experiences for pupils. Parents and carers equally hold the school in high regard. They respect and value the school's work to empower pupils to make transformational changes to their learning.

The highly knowledgeable members of the proprietor body uphold their roles and responsibilities exceedingly well. They provide appropriate challenge to the school to ensure that the independent school standards ('the standards') are met consistently. For instance, the proprietor ensures that there are effective systems in place for the welfare, health and safety of pupils. Routine checks are carried out on all fire-fighting equipment, first-aid boxes and electrical appliances. The school's accessibility plan meets the requirements of schedule 10 of the Equality Act 2010.

At the heart of the school's success is its unrelenting efforts to nurture pupils to be 'gentlemen of the 21st century'.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	149835
<b>DfE registration number</b>	888/6130
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10342197
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	74
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Olive High Boys Ltd
<b>Chair</b>	Ubaidullah Razzaq
<b>Headteacher</b>	Mahwish Hanif
<b>Annual fees (day pupils)</b>	£2,500
<b>Telephone number</b>	01282 940327
<b>Website</b>	<a href="https://olivehighboys.co.uk/">https://olivehighboys.co.uk/</a>
<b>Email address</b>	<a href="mailto:admin@olivehighboys.co.uk">admin@olivehighboys.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The independent Muslim faith school is housed in a former college situated at Ormerod Road (entrance via Shorey Bank), Burnley BB11 2RU.
- The school is located on the same site as Olive High, an independent Muslim faith secondary school for girls. The headteacher of Olive High is the executive headteacher for both schools.
- This is the school's first standard inspection. The school was registered by the Department for Education on 25 September 2023.
- The school is registered to admit up to 350 pupils. At the time of inspection, there were only pupils in key stage 3.
- The school has an Islamic ethos with a secular curriculum.
- The school does not use any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, other school leaders and staff.
- The lead inspector met with members of the proprietor body, including the chair.
- Inspectors met with the leaders responsible for personal development, behaviour and attendance, careers, SEND and reading.
- Inspectors reviewed a range of documentation, including those relating to the standards and the curriculum.
- Inspectors observed pupils' behaviour at breaktime, lunchtime, in lessons and around the school.
- Inspectors carried out deep dives in mathematics, English and science. They met leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils about their learning in these subjects. They also considered the curriculum across some other subject areas and looked at examples of pupils' work.

- Inspectors also met with leaders to review other areas of the curriculum.
- The lead inspector made a tour of the school premises to check the suitability of the premises and accommodation against the relevant standards.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- There were a very small number of responses from the Ofsted Parent View. However, inspectors met with a range of parents during the inspection.
- The inspectors spoke with some pupils about school life. They took account of the responses to the Ofsted's pupil survey.
- The inspectors spoke with staff to discuss leaders' support for their workload and well-being. Inspectors took account of the responses to Ofsted's staff survey.

### **Inspection team**

Amina Modan, lead inspector

His Majesty's Inspector

Sue Eastwood

His Majesty's Inspector

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