



Olivewood Primary School

Independent School

Post-registration inspection

21 June 2022

Key contextual information

Olivewood Primary School opened in August 2019, with 18 children on the roll. The current roll is 46 pupils, arranged in three classes. (P1, P2/P3 and P4). The school operates a bilingual model, with partial immersion in Arabic. This is taken forward with Curriculum for Excellence.

An acting principal works with the co-founder and school governor in leading the school. There are plans underway for strategic recruitment and development of the leadership team. Each class has access to Arabic teachers who are native speakers. They teach the Arabic language. Children also have access to teachers who deliver through the medium of English. Teachers plan together to deliver a curriculum based on bilingualism, partial immersion, and Curriculum for Excellence.

1.4 Leadership and management of staff

good

This indicator highlights the importance of sound governance and fair and proper recruitment and selection of staff. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly-professional staff team. Effective empowerment of staff and partners, with due regard to wellbeing and positive relationships, is a key feature of a successful professional team. The themes are:

- Governance framework
- Building and sustaining a professional staff team
- Staff wellbeing and pastoral support

- Governors and school leaders have a clear vision for the school. This underpins the values of respect, honesty, ambition, determination, and kindness. The school's opening in August 2019 was quickly followed by COVID-19 and a bereavement resulting in an acting principal. This has slowed collaboration on establishing a robust rationale for immersion teaching and developing a curriculum based on Curriculum for Excellence. However, staff are very proud of their school and what they have achieved thus far. They are well supported by families and governors, and have built their trust.
- Governors, consultants and advisers bring experience, research, support and challenge to the establishing the school. They have impacted positively on developing this school. As a temporary and necessary measure, the co-founder and governor has increased his role as a leader in supporting the school. The Governor should continue to recruit for a permanent principal. This would increase the Governance Board's accountability and impartiality. The Governor plans to increase membership of the Governance Board in line with the roll of the school. This will involve a role for parents. Parents can be members of a Parent Council. They have taken forward some fundraising events. Parents feel their views on what should be improved is sought. Their views have influenced some recent changes. The Governor should continue to seek parents' views on the impact of immersion models implemented in the school.
- Staff appointments and retention have become more stable. Teachers who are registered with the General Teaching Council of Scotland (GTCS) are employed for all classes, as well as teachers of Arabic language. A suite of helpful policies and procedures are in place as protocols for all aspects of the school. A policy on bilingualism and immersion should now be co-created. Staff are fully aware of the high standards placed upon them by the school community. They are attentive to the supportive annual Professional Review and Development process, as well as to safeguarding, and health and safety.
- Staff are enthusiastic as a team. Staff know the children and their families very well. A few children have siblings in the school. Staff draw upon their families' skills. Staff come together

regularly to discuss matters of school life, review the planning for learning cycle and contribute to the improvement planning process. The school's planning for improvement continues to evolve. Staff feel their views on what to improve are sought, valued and acted upon by school leaders. Resources required for learning and teaching are procured timeously. Staff willingly engage in professional learning to continuously improve their practice. They work hard to hone the craft of teaching in the medium of Arabic and English. Moving forward, the school has the capacity to build on its self-evaluation and improvement planning. This should support further the contribution of all staff and help ensure priorities that are relevant to the needs of the school community.

- The school is recovering from COVID-19 and adjusting to a significant bereavement. Staff continue to feel that school leaders give a high priority to their wellbeing. Pastoral support is provided in several ways to meet the needs of staff. Staff are supported emotionally and practically in a very positive climate. They have regular discussions.

1.5 Management of resources to promote equity

■ Management of resources and environment for learning

- The school governor has a clear strategic vision for immersion and getting the best education for children. The school is calm, purposeful and enables spaces for immersion. The accommodation is modern, bright and provides a secure, safe, modern and increasingly well-equipped learning environment for children. The school has a beautiful rooftop garden. Children and staff benefit from this garden at break times and for learning in the outdoors. Children have access to a library and space to relax.
- The school governor shared plans for a new school entrance for children and families, and an additional space for taking forward physical activity. This will provide greater separation from the other public functions of the building.
- The school's fixtures and fittings are of a very good quality. The school has developed a digital platform to share resources. This gives all staff, and as appropriate parents, access to information to plan learning, and monitor and track progress and attainment. Parents are beginning to receive more regular information on their children's progress.
- Children have access to laptops. The older children make increasing use of these. Staff and children use the interactive digital boards in classrooms.
- The school is accessible to disabled users. As the school continues to grow, a dedicated medical room should be considered.
- There is no signage outside the building to advise drivers of the school's location and encourage appropriate speed.

2.1 Safeguarding and child protection

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. This indicator looks to how the school takes account of statutory requirements in relation to child protection to ensure the needs of all learners are met. Safeguarding all children and young people requires strong partnerships to be established between the school and its local community. This includes well-planned progressive learning opportunities so that children and young people can become more resilient and develop a sound understanding of how they can keep themselves safe. The themes are:

- Arrangements for safeguarding, including child protection
 - Arrangements to ensure wellbeing
 - National guidance and legislation
- The school submitted self-evaluation information related to child protection and safeguarding. HM Inspectors discussed this information with relevant staff and children. In addition, HM Inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no areas for development.

This indicator highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners. The themes are:

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

- The school Governor has thoroughly researched immersion and bilingual education to develop a curriculum rationale for Olivewood Primary School. Teachers aim to provide a fully bilingual educational experience where immersion in Arabic operates with and in parallel to Curriculum for Excellence. Children should expect to experience a variety and depth of learning, building on their academic, cultural and social worlds. Children have access to teachers who are native speakers of Arabic. Teachers of Arabic provide daily access to learning Arabic through immersion. They also work well alongside teachers of English Medium. They embed specialised vocabulary in Arabic within curriculum areas taught through the medium of English. Senior leaders should ensure that the latter is on a very regular basis, with quality academic and social interactions in Arabic.
- The school's initial model of immersion was similar to the Scottish Gaelic approach, with total immersion. Children at Olivewood who have experienced this model are confident in their use of Arabic for talking and reading. There are also positive outcomes in writing. Due to unforeseen circumstances and challenges, a revised model of immersion is currently being implemented. Teachers should continue to monitor that the period of total immersion is sufficient to lead to good quality fluency in Arabic.
- The teaching of Arabic builds on parents' use of language at home, as well as it being for beginners. Parents' passion for the Arabic language and culture, and their children's ability to be fluent, is a very important feature of why they choose Olivewood Primary School.
- Teachers are developing a curriculum for Arabic. This details progression in the language and contexts for learning. Senior leaders should be clear with parents of key milestones for Arabic. This should also be used to determine adjusted milestones for Curriculum for Excellence to enable quality total immersion as a foundation for greater use of Arabic for learning, teaching and assessment. Children's skills and independence in ensuring their fluency should continue to be developed. Children should be clearer on the benefits of learning Arabic and bilingualism, with close links made to the school's values. Staff should consider leadership opportunities for children, such as Arabic language champions.
- The school's curriculum takes account of the national advice for Curriculum for Excellence. Staff look outwards to see how others develop the curriculum. They are using other schools' curricula plans to inform their practice. Staff should continue to articulate their planning to Olivewood's unique context and the resultant benefits of bilingualism. Teachers should continue to maintain an overview of how experiences and outcomes are developed in all curriculum contexts. Children's quality of learning should be reviewed regularly to ensure it is challenging and offers breadth, depth and application. The curriculum has topics that combines a number of subjects. Staff are aware of the need to teach discrete subject areas too. They

should continue to teach topics in an order that supports Arabic language acquisition and fluency. The school should continue to develop employability skills, and opportunities for wider and personal achievement. In doing this, they should resume and develop further effective partnerships with local organisations and employers to reflect immersion and Curriculum for Excellence.

- The school is ensuring that equality, fairness and respect are promoted throughout the curriculum. This is evident, for example, in the broad approach taken to religious and moral education.
- The school produces some of its own resources to overcome a restricted access to materials. These recognise culture and identity of the children living and learning in Scotland.
- The school is currently continuing with a refurbishment programme that aims to provide a dedicated gym hall. During this development, teachers are using available spaces in the school and beyond to deliver the best education it can offer to learners. As children get older, arrangements for physical education (PE) need to be reviewed. The current indoor space is not sufficient to deliver all aspects of PE.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across mediums of language, adults give children a lot of attention, care and nurture. The number of children in a class is kept small to ensure that children have increased time with the teacher.
- Children engage well with immersion approaches for most of the time. This includes good use of teacher exposition, songs, drama, arts and crafts. Teachers of Arabic lead this learning to progress children's learning of set phrases, new language and development of fluency. Children engage with interest to lessons on Arabic that develops all language skills. Children respond well to praise for their use of Arabic. Children are keen to speak Arabic in situations which are led by an adult. They can take more responsibility for speaking Arabic with their peers.
- At the early stages, children's learning includes play-based approaches to immersion in Arabic. Children take different roles in group activities where they lead through the medium of Arabic. Their pace of learning through play would be enhanced further by more frequent interactions, provocations and commentaries in Arabic. Children in P1 would benefit from playing more in a range of contexts, alongside an adult using immersion approaches. More of children's learning could be outdoors in the garden area.
- Teachers of Arabic use high-quality language in their teaching. They use a combination of teacher explanation and questioning to check understanding and encourage deeper thinking. Teachers co-deliver topics to enable children's learning of specialised language. More of this approach should be encouraged while children learn through the medium of English to increase children's exposure to Arabic language.
- Teachers delivering mainly through the medium of English use a range of learning activities. They are well-prepared for lessons. They enjoy strong relationships with children. They plan learning with teachers of Arabic to maximise connections with immersion and language. All staff use instructions in Arabic in their teaching through the medium of English for most of the time. This should be encouraged further.
- A few children can be challenged more in their learning. Teachers should continue to plan for the intended benefits of a bilingual curriculum.
- Staff are building their confidence in the use of National Benchmarks, assessment and moderation for Curriculum for Excellence. Teachers are widening the range of assessment on which teacher professional judgement is based. Teachers should continue to use effective formative assessment to drive well-paced learning. 'I can' statements can be used more consistently so that children are clear on their strengths in learning and next steps. The school Governor has identified assessment and moderation as an area to be progressed in the school

improvement plan. This should have an external focus to moderation and continuity in Arabic language to the second level, secondary education and recognition of Arabic with awards and qualifications.

- Teachers are introducing electronic profiling, monitoring, and tracking and electronic sharing of progress. Parents and children welcome this information, along with reports and meetings with teachers. Parents have had recent access to Learning Ladder portals. Teachers should continue to use this data to clarify attainment and progress so that parents are consistently clear on their how well children are learning and achieving.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a strong sense of identity and community permeating the school. Children live across Glasgow and beyond. They prioritise well working with their peers and teachers to achieve a happy school with a sense of belonging. Children feel valued, respected, responsible, included, and cared for by staff. They feel they can ask for support if needed. Children and staff begin each day with an assembly. This creates a sense of togetherness across the school, with each child recognised as an individual. Teachers and children use Arabic in assembly. Children's contributions as individuals are valued highly. Teaching staff support children well at break times. They organise games for them at lunchtime.
- The school is calm. It is designed to promote wellbeing through ample natural light and a rooftop garden. Children play in the garden as there is no playground space for them at street level. Children have sufficient space to learn alongside their peers. Additional breakout space including a library, recording studio and performance room are used to promote wellbeing and achievement. Soft play facilities are available to children when needed. Teachers are encouraged to go on walks and outings to help children learn about the area surrounding the school community. Risk assessments are in place. Staff should work with children to develop these further.
- Children speak passionately about wellbeing in the context of their school values. They feel nurtured, have adults with whom to speak, and include each other in the life of the school. Children are aware of how to keep safe while using the internet. Children are not familiar with the wellbeing indicators as outlined in Curriculum for Excellence. Staff can do more to help children align their values with the wellbeing indicators. In doing so, staff and children will be better informed of the richness of wellbeing across the school and what their next steps will be. As children move into each new stage, the school should plan to ensure that wellbeing in the curriculum is appropriately broad.
- Positive relationships are evident across the school. Children say that bullying is not an issue. Incident reports evidence that positive behaviour approaches are used to resolve any disagreements between children. Staff have made a start to exploring nurture in greater depth through improvement planning. The school continues to provide bereavement support as required.
- Staff understand their statutory duties in ensuring children's learning needs are met. A range of pupil groupings is deployed to help bring about depth and challenge in learning. At times, a few children would benefit from learning that offers greater challenge. Where children need extra help in their learning, staff know what actions to take although their experience is limited. A staged intervention approach as part of Getting It Right for Every Child is used by the school. Partnership with families is integral to these processes. The school is proactive in seeking

advice and support from professionals. They are taking action to support children where professional agencies are not able to help due to the impact of COVID-19.

- The school delivers health and wellbeing through Curriculum for Excellence. Often this is linked to Arabic culture for example, cooking and drama. Children engage in crafts each week, honing their skills and benefiting from the rhythm of each task. They take part in gardening. Children learn about personal and social themes as they go through the school. There are very few children at the second curricular level as the school grows year on year. The school has made a start to exploring nurture in greater depth through improvement planning processes.
- A strong feature of the school is inclusivity. Children demonstrate that, as they grow, they are developing skills of understanding, tolerance, and acceptance. They are learning about world religions and practices. They appreciate the rich diversity within their classrooms and that which surrounds the school campus. The school promotes equalities, ensuring all children have access to the same opportunities. They address any barriers to inclusion and equality as they arise. As a result, children's individual characteristics are embraced. The school can do more to promote this within the school community and beyond, creating opportunities for leadership and personal achievement.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.