

# Inspection of Olive AP Academy - Havering

Inskip Drive, Hornchurch, Essex RM11 3UR

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Inspection dates: 22 and 23 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

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

Pupils are happy to come here. Most have had a difficult time at their previous schools. Teachers understand their needs and support them to achieve success. Whether pupils attend the school for a short time or finish their education here, leaders and staff make sure that pupils are helped to overcome their barriers to learning and be ready for their next steps in education and training.

Leaders want pupils to do well in education. They are proud that pupils leaving Year 11 over the last two years all secured places at college or on apprenticeships. Through well-targeted pastoral support and a carefully designed curriculum, most pupils in Years 8 and 9 successfully return to mainstream schools. In addition, leaders support pupils' emotional and mental health needs with a well-planned personal, social, health and economic (PSHE) education programme. Pupils also enjoy their outdoor learning activities.

Pupils are safe in school. Staff teach them how to stay safe when they are not there. Pupils learn in small groups and behave well. Staff use rewards and sanctions consistently and pupils are motivated to achieve and behave well, for instance through reward vouchers. Pupils, staff and parents and carers said that bullying is rare in this school. Pupils know they can speak to any member of staff if there are problems. They trust staff to respond quickly, and staff do.

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

Leaders have designed a broad and ambitious curriculum that is tailored to meet the needs of pupils in the school. As a result, younger pupils get the support that they need to return to mainstream schools to continue their education. Pupils who stay until Year 11 are equally well supported to be successful in the next stage of their education.

Pupils join the school at different times through the year, and often return to their original school before the end of the year. Leaders have thought about this when planning what they want pupils to know and remember in subjects. They have considered carefully the most important subject content and skills that pupils will need for their future study of a subject, including after Year 9. For example, in history, pupils in Year 8 and 9 learn important knowledge about the Holocaust and the persecution of the Jews. They are able to reflect on and deepen their understanding when they subsequently learn about the reign of Elizabeth I and the persecution of the Catholics.

Teachers are experts in their subjects. They make careful checks on pupils' learning, for example during lessons. Teachers are highly skilled in finding out what pupils understand and remember. They help pupils to learn from mistakes and improve their work. As a result, pupils typically grasp important ideas in a subject and remember what they have been taught. At times, however, teaching does not take

into account gaps in pupils' knowledge that have arisen due to absences from school. This means that these gaps can go unaddressed and, in turn, reduce pupils' readiness for their subsequent learning.

Leaders assess all pupils when they first join the school. They identify any pupils with special educational needs and/or disabilities and those who are not yet reading accurately or fluently. Leaders make sure that all staff have comprehensive information on pupils' needs, including those with education, health and care plans. These profiles include information on pupils' reading as well as strategies to support them in lessons. Pupils who struggle with their reading receive additional support. This includes phonics teaching for those at an early stage of learning to read.

Leaders have a sharp focus on meeting pupils' wider emotional and social needs. Every day starts with a well-being session and ends with a period of reflection. Pupils enjoy these sessions and discuss some complex issues with great maturity. The PSHE programme teaches pupils about physical and mental health, healthy relationships and the importance of celebrating people's differences. The outdoor learning programme gives pupils the opportunity to experience a wide variety of outdoor activities, such as sailing, fishing and archery. Leaders are clear about their aims for these enrichment experiences. They want to build pupils' knowledge and skills in these fields, but also to develop their resilience and their ability to work in teams.

Leaders are well supported by a knowledgeable academy advisory board and the trust. They are aware of their statutory responsibilities and hold leaders to account effectively. Staff feel well supported by leaders, including with managing their workload. Leaders work collaboratively with outside agencies to understand and meet pupils' needs. Parents are positive about the work of leaders and staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their pupils well and they are very aware of pupils' specific vulnerabilities. Staff receive regular safeguarding training and know how to report concerns. They understand the context of the local area and are alert to signs of abuse or harm. Staff meet as a group twice daily and leaders take this opportunity to update staff on any concerns about pupils or issues in the local area.

Leaders ensure that all statutory pre-employment vetting checks are carried out when recruiting new staff. Leaders use the PSHE programme to make sure that pupils learn about how to keep themselves safe. External agencies regularly visit the school to speak to pupils about their safety and well-being.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Approaches and routines to support pupils to catch and keep up with learning following absence from school are not used consistently. This means that gaps in knowledge are not addressed and can lead to pupils struggling to understand more complex concepts in the future. Leaders should ensure that teaching addresses any gaps in pupils' understanding so that they are ready for the next stage in their learning.

## 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143130
<b>Local authority</b>	Havering
<b>Inspection number</b>	10255407
<b>Type of school</b>	Alternative provision
<b>School category</b>	Academy alternative provision sponsored
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Philip Whall
<b>Headteacher</b>	Gary Haines
<b>Website</b>	<a href="http://aphavering.oliveacademies.org.uk/">aphavering.oliveacademies.org.uk/</a>
<b>Date of previous inspection</b>	15 and 16 May 2019, under section 5 of the Education Act 2005

## Information about this school

- The executive headteacher joined the school in September 2022.
- The school uses two unregistered providers.
- The school is an alternative provision for pupils who have been permanently excluded from school or who are at risk of permanent exclusion. Some pupils are at the school for a short period before returning to a mainstream school. Other pupils complete their exams and education at this school.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with the executive headteacher, the headteacher and other senior leaders. They met with the chief executive officer and the deputy chief executive officer of the trust, as well as the director of academies. Inspectors also met with the chair and members of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, art and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, reviewed samples of pupils' work and met with pupils to discuss their learning. The inspector also considered pupils' learning in PSHE and the outdoor learning programme.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of pre-employment checks on staff.
- Inspectors met with groups of pupils, and observed pupils' behaviour in lessons and around the school.
- Inspectors spoke with a range of staff about safeguarding, behaviour and their workload. Inspectors also considered the responses from pupils, staff and parents to Ofsted's surveys, including Parent View.

## Inspection team

Mark Smith, lead inspector

His Majesty's Inspector

Julie Evans

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