

Inspection of Olive Ap Academy - Nene Valley

Coalwharf Road, Wisbech, Cambridgeshire PE13 2FP

Inspection dates: 17 and 18 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Respectful relationships are the key to pupils' success at this school. Staff model positive behaviours to help pupils understand how they should behave. Pupils speak warmly about the time adults give to help them. Pupils settle quickly when they start and learn to re-engage with education.

Pupils are expected to try their best and aim high. There are clear routines for them to follow. Staff welcome pupils each morning to check on how pupils are feeling. They receive the support needed which ensures that pupils start the day successfully.

Pupils listen carefully to their teachers. They willingly share ideas and contribute to discussions in class. Classes are small and this helps pupils to get along well together. Pupils say they are not concerned about bullying. They know if it occurs, there is always a trusted adult on hand to help them.

The curriculum has changed recently. Leaders provide more opportunities for building pupils' resilience and confidence. Pupils really enjoy practical activities in learning outdoors and through vocational courses. Pupils are prepared well for their next stages of education.

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

Leaders have redesigned the curriculum. Leaders provide more opportunities for pupils' wider development. Pupils experience a variety of activities through the outdoor learning programme. This is helping to ignite pupils' interests in learning. As a result, pupils' attendance has significantly improved. Pupils see more value in their learning and how achieving well helps them with their future choices.

Leaders are ambitious for pupils' academic achievement. They have designed and suitably planned all subjects. Leaders identify the important information that pupils need to know and remember. However, the implementation of the curriculum is at an early stage. Leaders have not had the opportunity to complete a full check of how well their intentions are working in practice. Leaders know there is more work to further refine the curriculum. This is to ensure that teachers need to know how to teach subjects effectively.

Teachers know that pupils arrive with gaps in their knowledge. Staff think about what pupils need to help them to succeed in their next stages of education. There are personalised approaches for pupils' learning through carefully chosen pathways. These approaches extend beyond the academic subjects. For example, pupils have opportunities to learn and develop their skills in motor mechanics or cookery.

Staff are well trained. Teachers are experts in their subjects. They check what pupils have remembered. Teachers provide regular opportunities for pupils to recall and talk about what has been learned.

Leaders know that some pupils struggle with their reading. Pupils are quickly identified and provided with programmes to help them to learn to read accurately. Staff often read texts together with pupils. Pupils are exposed to more-challenging texts to promote the breadth of their reading.

Pupils have many opportunities to develop their personal and social skills. Leaders promote pupils' understanding of the 'Olive Way' to help develop pupils' character. Staff reward pupils when they show these values in their work. Pupils participate in a range of trips and visits to experience other localities and places of interest.

Pupils receive clear advice about careers that matches their needs and aspirations. Pupils speak positively about the ways staff help and support them. Leaders track where pupils go when they leave the school. They ensure that the experiences they offer are relevant for pupils' future ambitions.

New trust leadership has had a significant impact upon the school's provision. They make sure that the school is effectively led and managed. Systems for holding leaders to account are robust. Strong teamwork is evident, Staff consider they receive the right support to carry out their roles well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the pupils well. Regular multi-agency meetings help build a strong understanding of the risks posed to pupils. Leaders are vigilant. This goes beyond the school and includes support for pupils affected by gangs and criminal activity. Leaders ensure that pupils who require help have the support they need.

Leaders maintain well-organised records. They use this information to identify issues that occur between pupils. Pupils receive specific education about current dangers such as online and peer-on-peer abuse.

Leaders undertake appropriate checks on staff employed to work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The well-designed curriculum is at an early stage of implementation. Leaders have not yet fully evaluated the impact on improving pupils' achievement. In a few aspects, the curriculum does not identify the small steps required to ensure that it is matched as well as it could be to meet the needs of all pupils. Leaders

should ensure that the whole curriculum is well established, so that pupils make the strongest progress possible in their academic and personal achievement.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	142793
Local authority	Cambridgeshire
Inspection number	10227274
Type of school	Alternative provision
School category	Academy alternative provision converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	Board of trustees
Chair of trust	Phillip Whall
Headteacher	Richard Rushton
Website	https://apnenevalley.oliveacademies.org.uk/
Date of previous inspection	8 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school has recently changed trusts. It joined the Olive Ap Multi-Academy Trust in May 2021.
- The head of school was appointed in January 2020.
- Pupils are admitted to the school through a referral group made up of local headteachers.
- The school does not make use of any alternative providers.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors carried out deep dives in: English, mathematics, technology and personal, social and health education (PSHE). This included where possible; lesson visits, discussion with curriculum leaders, teachers and pupils and looking at pupils' work.
- Inspectors spoke to school leaders, the chief executive officer and the deputy chief executive officer of the trust, representatives of the advisory board and the director for alternative provision at the local authority.
- Inspectors reviewed safeguarding records, policies and procedures. They also checked the school's documentation for ensuring the safe recruitment of staff.
- Inspectors looked at a range of documentation, including records of pupils' behaviour and attendance, minutes of meetings, the school self-evaluation document and the school development plan.
- Inspectors considered responses to the Ofsted Parent View, including free-text responses. The inspectors also held telephone conversations with some parents. Inspectors also considered responses to the staff survey and to the pupils' survey.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Linda Bartlett

Ofsted Inspector

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