

North West London Jewish Day School

Inspection report

Unique Reference Number	101553
Local Authority	Brent
Inspection number	355023
Inspection dates	20–21 October 2010
Reporting inspector	John Horwood

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Arnie Kosiner
Headteacher	Rabbi Daniel Kerbel
Date of previous school inspection	10 December 2007
School address	180 Willesden Lane London NW6 7PP
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and saw eight teachers. Meetings were held with groups of staff, with representatives of the governing body and with pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governing body meetings, the school development plan, progress monitoring records and school policies. The responses to 75 parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do pupils with special educational needs and/or disabilities make the same progress as other pupils and is this supported by an appropriate curriculum and effective classroom support?
- What are the current rates of progress throughout the school and is the progress made in science now similar to that in other subjects?
- Are systems to monitor pupils' progress used effectively to ensure the planning of lessons is appropriate for all pupils?

Information about the school

North West London Jewish Day School is a larger-than-average primary school for both boys and girls. Most pupils are of White British heritage. A minority of pupils come from Hebrew-speaking families but only a few are at the early stages of English language acquisition. The percentage of pupils known to be eligible for free school meals is much lower than in most schools. The school has a lower than average proportion of pupils who have special educational needs and/or disabilities including a few with speech, language and communication needs. The school was the winner of the Jewish Chronicle Best Social Action Event on Mitzvah Day in 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

North West London Jewish Day School provides a satisfactory education. The headteacher and the governing body have successfully steered the school through a period of planned change to ensure ongoing improvement. The governing body continues to provide excellent support to the school through its wide range of skills and great experience but the actions it has taken have had insufficient time to impact on academic outcomes. The current leadership team has only been in place for a short time and teachers, a significant proportion of who are new to the school, are still developing their relationships with their pupils. Since the previous inspection, there has been effective action taken to promote improved progress in science and the development of independent learning. Currently, however, the progress made by pupils is satisfactory because systems to support improving progress are not fully embedded. The school, therefore, has a satisfactory capacity for sustained improvement. The school's self-evaluation is accurate and leaders are aware of the need to ensure robust systems are embedded to evaluate school performance and so raise achievement further.

Children make excellent progress in the Early Years Foundation Stage where they benefit from outstanding teaching and resources. Progress is variable across other years but better in the higher year groups and attainment is consistently high in all subjects by the end of Key Stage 2. Within the classroom, the use of assessment information to aid planning appropriate activities is variable, although improving. As a result, in some lessons the work is not sufficiently challenging for all pupils. The marking of pupils' work does not always ensure that pupils know how to improve. The good curriculum supports all aspects of pupils' learning. Pupils with special educational needs and/or disabilities, and those who are at the early stages of speaking English, get good additional support to ensure they make similar progress as others. The school has an excellent approach to supporting every pupil and closely monitors pupils on both the special needs register and the register of those at an early stage of speaking English. Very effective partnerships with external agencies to support pupils have been established although these have not yet fully impacted on raising progress. Within good support for pupils' welfare, the site security arrangements are exemplary.

The outstanding contribution made by pupils to the school is exemplified by their roles as 'buddies' to support the younger ones, by being on the school council and producing a 'pupil voice' page for the school MLE (Electronic Managed Learning Environment). In the wider community, pupils take a lead role in Mitzvah day and were proud to win the award for their work making hospital gowns for children in India with cleft palates. Pupils have their own charity committee which supports several international charities. There is excellent involvement of the local community in school events. Links are in place with schools in other parts of England and of different faiths to give pupils the opportunities to share the experiences of others from different backgrounds. At a global level, the school's

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contribution to the promotion of community cohesion is very well addressed through the curriculum.

The behaviour of pupils is variable across classes and the current behaviour policy does not always prove effective. A significant number of pupils, parents/carers and staff think that poor behaviour is not managed well enough.

What does the school need to do to improve further?

- Develop and embed the new leadership structure to ensure robust evaluation of school performance and support ongoing development.
- Develop systems to analyse and utilise pupils' progress data to improve the quality of planning and to ensure that all pupils make the progress they should.
- Review the behaviour management policy to ensure it consistently and effectively promotes good behaviour.

Outcomes for individuals and groups of pupils

3

Progress varies between year groups but in both Key Stages 1 and 2 pupils make satisfactory progress. Pupils say they enjoy their learning and this was abundantly evident in a Year 4 science lesson involving devising experiments and recording results when one boy said, 'I love this lesson'. In a Year 1 science lesson, all the pupils were very excited about comparing their heights and recording results. In many lessons, however, the pace was too slow and expectations were too low which led to pupils losing concentration and not making the progress they should. Most pupils make use of the web-based interactive learning system to extend their learning at home. The needs of all pupils are met with appropriate support. Pupils with special educational needs and/or disabilities enjoy learning and make satisfactory progress because they are set appropriate work.

Pupils are well prepared for their future well-being because of their high attainment supported by good personal skills. Attendance is average but showing signs of improvement. Pupils understand the concepts of healthy living but do not always make the healthiest choices. Pupils' spiritual, moral, social and cultural development is good. The partnerships the school has developed with other schools help pupils to know about different faiths and cultures. One pupil commented, 'We can be friends even if we have different beliefs.'

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils benefit from satisfactory teaching supported by a good curriculum within a safe and caring environment. Teachers have varying skills of behaviour management and do not always find the school's systems in this area to be effective. Lessons are well planned and make good use of information and communication technology to support learning. Teaching assistants provide good support for those who need extra help. The use of assessment information to ensure work matches pupils' abilities is satisfactory overall but variable across the school. However, in some lessons the learning opportunities are insufficiently challenging and pupils' concentration wanes and they become restless.

The curriculum caters well for all pupils. It is well organised and provides pupils with many varied learning experiences to support their academic and personal development. There are theme days and special weeks to make the curriculum appropriate and enjoyable. There is a good range of well-supported clubs and activities. The curriculum develops pupils' personal skills, including their cultural awareness. It is well adjusted to meet the needs of different groups and the range of pupils in the school. Provision for physical education has been reduced to accommodate the time required for Kodesh lessons.

Pastoral care in the school is good, with all staff strongly committed to caring for pupils and the welfare officer always available to support pupils. The every child matters coordinator represents pupils' interests at senior leadership level well. Effective procedures are in place to encourage regular attendance. Transition arrangements with the secondary

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schools effectively support those pupils making this move. All requirements of health and safety are met. The support and provision for vulnerable pupils and their families are good. The school is diligent in following up any concerns to ensure the safety and well-being of its pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

All leaders and managers share the same vision but systems to improve pupils' progress are not fully embedded. The systems to monitor pupils' progress are not used sufficiently to ensure that teachers' planning provides sufficient challenge for all pupils in lessons. The school's good work in creating an inclusive community, which promotes equal opportunities and avoids discrimination by providing support to those who need additional help, ensures that, overall, all groups of pupils make similar progress.

The governing body understands what needs to be improved in the school and has an enthusiastic approach to carrying out its role. Its impact on the school's performance is satisfactory at the present time because revised systems are not sufficiently embedded for the impact to show. It ensures that safeguarding procedures are all in place to meet requirements, including the vetting of staff. The school has an excellent approach to carrying out risk assessments for school trips and activities within the school. There are very good partnerships with support agencies and good child protection procedures are fully adhered to.

The effectiveness with which leaders promote community cohesion is good. They know the community very well and much has been done to successfully promote good relationships with parents and the local community. The school community is generally harmonious although behaviour is not always good. Links with the local community, including the more difficult parts to involve, are extremely good. There are good links with more distant communities, including with schools of other faith groups within the United Kingdom and with global communities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is an extremely strong, vibrant setting. Teaching is inspirational and children achieve very well, establishing secure understanding and knowledge. Children enter the Nursery at nationally expected levels for their age. They make excellent progress and at the end of Reception have skills above the average for this age group. Staff have high aspirations and expectations. There is a strong focus on learning in every activity and all the play is purposeful. Children develop high levels of independence, through their free-choice activities, in both the indoor and outdoor areas. They show considerable maturity and consideration for others. They very proudly shared their work with the inspectors and listened attentively while others were talking. They were very excited about not only what they could do on the computers but also what others were achieving. Staff were equally excited at children's achievements such as when one boy wrote his name on the board for the first time.

School-based procedures are quickly established and built on. Class management is appropriate and results in very good behaviour. The use of assessment is extremely effective. Children's progress is tracked well and the resulting data are accurate. Any gaps in learning are identified quickly and overcome effectively. Every child has an exemplary 'learning journal' detailing their progress. Children's successes are regularly shared with parents by e-mail. Leadership and management have developed well since the previous inspection and are now outstanding. There are strong and effective partnerships with parents and carers, the local authority and outside agencies to support the outstanding care provided. There is a clear focus on 'every child matters' and there is early identification of those who need support for their specific difficulties, including those with language needs. Children feel exceptionally happy and secure.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A minority of parents and carers completed inspection questionnaires. The vast majority of those who did are satisfied with the school. The general feeling from written comments is that the children love school. A small minority had individual concerns which were considered as part of the inspection process but were not substantiated by evidence available during the inspection. A few felt that behaviour was not always well managed and that pupils could make more progress and this agrees with the inspectors' findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North West London Jewish Day School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 259 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	71	20	27	2	3	0	0
The school keeps my child safe	54	72	20	27	1	1	0	0
My school informs me about my child's progress	18	24	51	68	3	4	0	0
My child is making enough progress at this school	22	29	45	60	7	9	0	0
The teaching is good at this school	24	32	45	60	5	7	0	0
The school helps me to support my child's learning	26	35	44	59	3	4	0	0
The school helps my child to have a healthy lifestyle	20	27	44	59	5	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	40	41	55	2	3	0	0
The school meets my child's particular needs	28	37	42	56	2	3	1	1
The school deals effectively with unacceptable behaviour	25	33	42	56	4	5	3	4
The school takes account of my suggestions and concerns	25	33	42	56	6	8	0	0
The school is led and managed effectively	41	55	30	40	2	3	0	0
Overall, I am happy with my child's experience at this school	31	41	30	55	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2010

Dear Pupils

Inspection of North West London Jewish Day School, London, NW6 7PP

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and talking with you. Your school is giving you a satisfactory education.

There are many things that we feel are positive about your school and these are a few of them.

- Those of you in the Early Years Foundation Stage benefit from outstanding provision.
- You have well-above-average skills in literacy and numeracy by the time you leave the school.
- You make an excellent contribution to the school community by taking on responsibilities such as being buddies or school council members.
- You do excellent work in the community especially through your charity work.
- The school makes sure that you gain a good understanding of how other people live in different parts of the world.
- You all get very good support to ensure you are included in all activities and all make similar progress.

These are things we have asked the school to do to make it even better:

- ensure school leaders always monitor how well you are doing in order to help the school improve further
- ensure teachers use information about your past progress in their planning to enable you all to make the progress you should
- review the behaviour policy to ensure it can be used consistently to promote at least good behaviour from all pupils.

You can help by carrying on working hard.

Yours sincerely

John Horwood

Lead Inspector

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