

# Yesoiday Hatorah School

## Inspection report

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<b>Unique Reference Number</b>	105346
<b>Local Authority</b>	Bury
<b>Inspection number</b>	355761
<b>Inspection dates</b>	14–15 December 2010
<b>Reporting inspector</b>	Terry McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	647
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Modche Halpern
<b>Headteacher</b>	Rabbi Jonathon Yodaiken
<b>Date of previous school inspection</b>	26 November 2007
<b>School address</b>	Sedgley Park Road Prestwich, Manchester Lancashire M25 0JW
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 32 lessons taught by 27 teachers. Inspectors held meetings with pupils, staff and members of the governing body. They observed the school's work, and looked at many examples of work in pupils' books, the school improvement plan, monitoring records, minutes of the governing body meetings and reports from the School Improvement Partner. Responses from 116 parents or carers to the Ofsted questionnaire were analysed and considered, along with those completed by staff and pupils.

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

- Whether the quality of teaching is good enough in each year group and in different subjects to fully meet the different learning needs and abilities of all groups of pupils.
- Whether the spiritual, moral, social and cultural aspect of pupils' personal development is still outstanding, as it was at the last inspection.
- Whether leaders and managers at all levels have the necessary objectivity, ambition and drive to move the school further forward.

## Information about the school

This is a much larger than average size primary school. The number of pupils on roll is rising and there is a large waiting list for entry. Pupils are taught in separate gender groups from the beginning of the Early Years Foundation Stage onwards. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is also average.

The building housing the nursery provision of the Early Years Foundation Stage is shared with a setting not supervised by the governing body of the school. This privately-run provision was not part of this inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. It is evolving and improving. Several aspects of its leadership and management are outstanding, including: embedding ambition and driving improvement; its engagement with parents and carers; its promotion of equality of opportunity; and the effectiveness with which it promotes community cohesion both inside and outside the school. When combined with the exemplary care, guidance and support it provides, and the excellent community involvement within the school, these lead to the pupils' outstanding spiritual, moral, social and cultural development. This is recognised by parents and carers, and is typified by the comment 'the focus on developing each child's character and potential is fantastic'.

The quality of teaching and learning seen during the inspection was good. This explains pupils' good progress throughout the school, from their generally well below average starting points to their broadly average attainment in Year 6. Learning in lessons sometimes slowed when the work set did not meet pupils' learning needs closely enough. Inconsistencies in planning, and the occasional ineffective use of assessment information sometimes limits pupils' progress, particularly those who are more able. The curriculum is good. Its unique and increasingly productive linking of secular and other elements is enabling pupils to make consistently good progress in all elements of their academic learning and general understanding. Links with schools from widely different cultural and social environments underpin this.

The excellent quality of care, guidance and support for all pupils is crucial to their emotional security. Adults in the school know pupils and their families well through their close community ties. They very quickly pick up when pupils may be having problems or difficulties, and have a wide range of support available to provide rapid and sympathetic assistance.

Within its strong and distinctive setting, leaders are ensuring that pupils gain all the skills necessary to enable them to function effectively within an increasingly complex society. This vision is shared and espoused by all staff. The school's self-evaluation is largely accurate because it is linked to the outcomes for pupils. Staff morale is very high, and all adults in the school are dedicated and committed to doing their very best for the pupils in their care. Widespread modelling and coaching of best practice is regularly undertaken. Senior leaders know exactly which aspects of provision require improvement. The school's capacity for improvement is good.

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

- Improve the quality of learning in lessons and the progress that pupils make by:

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- adopting a common format for planning lessons, using examples of good practice already found in the school
- making consistently good use of assessment information to set work that is closely matched to the individual learning needs of pupils
- ensuring that all pupils, but especially the more able, are challenged to make the best possible use of their time.

## Outcomes for individuals and groups of pupils

**2**

Learning in lessons is good. By the end of Year 6, pupils read, write and speak in English, Hebrew and Aramaic. Pupils in the current Year 6 are on track to make good overall progress and reach above average standards in English and mathematics. Pupils are well-behaved, and work sensibly when not directly supervised. Boys and girls make equally good progress. Pupils with special educational needs and/or disabilities make good progress because of the excellent support they receive. Pupils who speak English as an additional language also make good progress. No group of pupils underachieves because everyone cooperates and perseveres so well.

Pupils say they enjoy coming to school because 'we have lots of nice friends'. They particularly enjoy the chess clubs at lunchtimes. They are quite certain there is no bullying, even though they are well aware of what to do should it occur. They have a good understanding of how to lead healthy lives, and know broadly how exercise helps their bodies to work more efficiently. They know where dangers can lurk in the outside world, and how to avoid them. They are very proud of their school, and are keen to take up positions of responsibility, for example, on the school forum, or as 'Big Buddies'. They have an excellent understanding of the issues faced by other children, through their face-to-face connections with other local schools, including some of other faiths and a special school, and with schools in the Ukraine, using the postal service. This impacts markedly on their perceptions of the world, contributes significantly to the excellent sense of community obligation within the school, and to the effectiveness of the school's work in promoting an understanding of and respect for diversity. When they leave at the end of Year 6, they are extremely polite, reliable and well-balanced young citizens with broadly average levels of attainment in English and mathematics. They are prepared well for their next stage of schooling.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

All lessons are characterised by good relationships between pupils and adults, securely founded on the school's 'three R's' (Respect, Responsibility, Rise). Pupils listen carefully to guidance from the teacher, and to each others' views. In the best lessons, where a range of different work is set to make each pupil think for themselves, the pace of learning is high. This is true for both the oldest and youngest pupils in the school. It was best exemplified in an outstanding Year 6 girls' lesson when the teacher encouraged pupils to self-select, from a large sample, work best matched to their needs. They were thus able to challenge themselves to stretch and improve their understanding. In a minority of lessons, learning is only satisfactory because work is not planned in enough detail to present sufficient challenge to all pupils, especially the more able.

The curriculum is unique, and growing in its effectiveness. It is, where appropriate, increasingly linking national curriculum and religious elements together, through an effective use of a 'thought for the week' and common assessment practices. This is preventing gaps in pupils' learning from occurring. It is allowing pupils to develop the skills and disciplines, both mental and practical, that they have learned in one subject across a range of other subjects. A good range of enrichment activities, including visitors and visits, helps pupils to gain a good understanding of the world in which they live. This reinforces their consistently good personal development.

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Adults in the school know the pupils and their families very well, and are trusted by them. Meticulous recording of pupils' academic progress and personal development provides the school with information which is used sensitively to identify and address any personal issues which arise. The school takes very prompt and assertive action to secure additional professional support should the need arise and when they need external expertise. This ensures that all pupils, of whatever age, gender or background, have an equal opportunity to move forward.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The charismatic headteacher and the powerful leadership team, work relentlessly to drive the school forward. They evaluate the effectiveness of all the actions they take with rigour. Data in the reliable and accurate tracking system confirm good progress being made across the school. All adults in the school, of whatever faith, background, or seniority, firmly hold, and can convincingly and enthusiastically explain, their vision for the future of the school. Through their dedication and commitment, they are helping pupils to develop and learn well. They are fully committed to keeping all pupils safe. They act as role models and create an atmosphere of calmness, respect and tolerance. This pervades the school, and pupils fully adopt it.

Governance is good. Members of the governing body give very generously of their time in supporting the school. They have a clear and full appreciation of the school's strengths and weaknesses. Safeguarding procedures are understood and carried out conscientiously, because the best interest of the pupils is central to all the school's work. Current requirements are met because of the school's meticulous attention to detail. Almost all parents and carers feel that their children are safe in school.

All pupils are provided with excellent equality of opportunity. This ensures that all have the support required to make good progress. The school works diligently and successfully to ensure that pupils are fully aware that discrimination and inequality must be confronted. This is clearly evident throughout the school where pupils are confidently free from any harassment. The effectiveness of the school's provision for community cohesion is excellent. The direct links with schools of totally different characteristics both locally and abroad give many opportunities for pupils to experience and understand cultural diversity. The school provides good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children usually join the Nursery class with little pre-school experience. The starting points of many are often well below the expectations for their age, particularly in communication, language and literacy, and their knowledge and understanding of the world. Children make good progress in every area of learning, because overall provision is good. They leave the Early Years Foundation Stage with standards which are closer to, but still below, the expectations for their age. Effective links with parents and carers ensure that children settle quickly into a happy and caring environment for learning. They are calm, patient and very caring, providing good role models from which children learn how to play and work together in harmony. Children behave sensibly, sharing their thoughts, ideas and toys well. They take good care of each other and their environment. This solid foundation of good personal and social development sets the tone for the continuing excellent relationships between adults and pupils as they move through the school. A shortage of appropriate resources, and a general lack of space particularly in the Reception Year, limits opportunities for learning.

Leadership and management are good. The different skills of adults are deployed well to give the best possible outcomes for pupils. Regular, accurate and reliable assessments are used to plan next stages of learning well, and also help adults to support children who require additional help. Staff take very good care of children to ensure their health and welfare. Parents and carers value what the school offers and recognise the good progress the school helps their children to make.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The parents and carers who responded to the Ofsted questionnaire expressed overwhelmingly positive views about the school. They were unanimous in their view that they were happy with their child's experiences in the school. Almost all felt that the school keeps their child safe.

A very small minority of parents and carers expressed concerns about different aspects of the school's work. Inspectors looked closely at all of these, in particular the concern about how well the school ensures that pupils are well prepared for the future. Inspectors found these aspects to be good. A small number of parents and carers also felt that the school did not take account of their suggestions. Inspection evidence found that the school carries out an extensive range of consultations and that the school takes appropriate action where possible as a result. A small minority of parents or carers felt that the school does not deal effectively with unacceptable behaviour. Inspectors found that behaviour in class and around the school is good. Rare instances of challenging behaviour take place outside the classrooms at breaktimes. These are usually centred on normal childhood disagreements. Pupils, when asked directly, said that these rare events did not interfere with their learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yesoiday Hatorah 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 647 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	62	42	36	1	1	0	0
The school keeps my child safe	89	77	24	21	1	1	0	0
My school informs me about my child's progress	58	50	52	45	4	3	0	0
My child is making enough progress at this school	66	57	49	42	1	1	0	0
The teaching is good at this school	77	66	39	34	0	0	0	0
The school helps me to support my child's learning	80	69	35	30	1	1	0	0
The school helps my child to have a healthy lifestyle	71	61	42	36	0	0	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)	63	54	39	34	1	1	4	3
The school meets my child's particular needs	81	70	32	28	1	1	0	0
The school deals effectively with unacceptable behaviour	62	53	47	41	3	3	0	0
The school takes account of my suggestions and concerns	57	49	50	43	6	5	0	0
The school is led and managed effectively	82	71	34	29	0	0	0	0
Overall, I am happy with my child's experience at this school	84	72	32	28	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



6 December 2010

Dear Pupils

**Inspection of Yesoiday Hatorah School, Manchester M25 0JW**

Thank you for making us so welcome when we inspected your school recently. We were impressed with your politeness to each other and to adults, and with your good behaviour and very positive attitude to learning in lessons. We very much liked the way you all get on so well together, especially the way in which the 'Big Buddies' help younger pupils.

We found that Yesoiday Hatorah provides you with a good education. You are taught well and make good progress in your learning. Some parts of the school are outstanding, including the ambition and energy of those adults who are leading the school, and the excellent care, guidance and support you receive from all the adults in the school. Together, these ensure that aspects of your personal development are outstanding.

However, there are some things which the school could better. I have asked your teachers to make sure that they make consistently good use of the information they have about what you know and can do, to set work carefully in all lessons which is neither too easy nor too hard. This is to challenge each of you to work to the very best of your ability.

You can help the school to improve by telling teachers politely when you are finding that the work you are set is either too easy or too hard.

Please continue to be the happy, polite and hard working children you already are. May I wish all of you every success in the future.

Yours sincerely,

Terry McDermott

Lead Inspector

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