

Pardes House Primary School

Inspection report

Unique Reference Number	133364
Local Authority	Barnet
Inspection number	360497
Inspection dates	22–23 March 2011
Reporting inspector	Jennifer Barker

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	4–11
Gender of pupils	Boys
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Andrew Sprung
Headteacher	Robert Leach
Date of previous school inspection	12 November 2008
School address	Hendon Lane London N3 1SA
Telephone number	020 8343 3568
Fax number	020 8343 4804
Email address	office@pardeshouse.com

Age group	4–11
Inspection dates	22–23 March 2011
Inspection number	360497

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by seven teachers. Meetings were held with groups of pupils, members of the governing body and staff. They observed the school's work, and past and current performance, monitoring and tracking information and the school improvement plan. The team analysed the responses to 30 questionnaires from parents and carers, 15 completed by staff and 80 by pupils.

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

- The extent to which leaders and manager at all levels analyse assessment data and evaluate provision for all groups across the school.
- The effectiveness of teachers in using assessment to plan lessons and activities for all groups, including those with special educational needs and/or disabilities and ensuring dialogue and marking is linked to pupils' targets and next steps for improvement, particularly in writing and maths.
- The effectiveness of partnerships in improving learning and well-being, developing the secular and religious curricula and widening and building on community cohesion.

Information about the school

Pardes House is a small, voluntary aided, orthodox Jewish Chareidi primary school. This one-form entry school takes boys from four to 11 years old and provides the national curriculum alongside the Kodesh curriculum. The headteacher has been in post since 2008, when the school had been placed in special measures. Almost all boys speak English as their first language, but a few speak other languages at home. Fourteen pupils have special educational needs and/or disabilities and of these the majority have difficulties with language and communication. The school has Healthy Schools status. There is onsite childcare provision which is not managed by the governing body, which is inspected separately. A section 48 inspection of the Kodesh took place concurrently with 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

Pardes House is a good school. It has undergone significant improvement since the last inspection. The leadership of the headteacher, together with the Menahel, has been key to leading the school from turbulence to the stable place of learning that it has become. An outcome of bringing together the secular and Kodesh curricula is the outstanding spiritual development of the boys. The ethos of the school is built on high values described in the aims of the school development plan as valuing 'truth, honesty, respect for everyone and a lifelong love of learning'. These values were seen through the good behaviour in lessons and around the school, the discussions about their learning in lessons and the interest the boys have in the wider world through the curriculum. Parents were very positive about the work of the school and a few commented on the vast improvement in the school over the last two years, particularly communication with parents. One parent described the atmosphere in the school as 'good, positive and warm' which very well reflects the views of others.

Pupils' achievement is good. The tracking of pupils' progress is systematic, and information from assessment data is used well by leaders in the school. Not all teachers, however, are using data consistently to match work to the varying needs of their pupils. The improvements in teaching have resulted in accelerated progress, and evidence in books shows pupils make good progress in writing and in mathematics. By the time boys leave the school in Year 6, attainment is above average. Attainment by the end of Year 2 is now average and has improved from being very low in the past. Pupils with special educational needs and/or disabilities make satisfactory progress overall. A range of strategies, including speech and language therapy for some individuals, is successful. However, activities that take place outside the classroom are less well monitored to ensure they are appropriate and that pupils make progress. Teachers are not always given sufficient guidance about some of the more specific needs of pupils in order to plan effectively for them in the classroom.

The development of a broader curriculum in partnership with the Menahel has ensured there are good opportunities for cross-curricular work. Teaching is good and the boys particularly enjoy lessons where they are able to interact, often through partner talk and also through activities such as drama and role play. The school has worked well in partnership with the local authority and as a result, the quality of marking and dialogue has improved. In some books, boys are clear about their targets and marking identifies the next steps for improvement. However this is not yet consistent across the school and so pupils do not always know and understand what needs to be improved. The care, support and guidance provided for pupils is good. However, transition into Year 1 from the Reception class does not link the Early Years Foundation Stage curriculum effectively enough with the next stage of their education.

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

Leadership and management are good overall. The headteacher's leadership, together with the governing body and the Menahel, has ensured that ambitious development priorities are supported by good professional development through partnerships with the school. Middle leaders, however, have too few opportunities to monitor their subjects and set priorities for improvement. The governing body systematically monitors and challenges the work of the school and has focused well on the priorities for improvement from the last inspection. The continued drive for improvement means that the quality of teaching and achievement are now good. The school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Use information from assessment data more effectively to raise achievement across the school by:
 - developing teachers' skills in using data consistently so that they plan tasks and activities that are closely matched to pupils' needs and abilities
 - using information from assessment to plan the transition from the Early Years Foundation Stage curriculum to that of the National Curriculum at an appropriate pace for pupils entering Year 1.
- Develop the skills of teachers and support staff to ensure that pupils with special educational needs and/or disabilities have appropriate activities and resources to build on their learning in lessons and develop their independence.
- Develop the skills of middle leaders by providing opportunities for them to systematically monitor and evaluate progress in their subjects and plan priorities for development.

Outcomes for individuals and groups of pupils**2**

The pupils have very positive attitudes and are proud of their school. They are confident, well motivated and like their teachers. Their level of commitment to their work is high and they collaborate well when working in groups or pairs.

Children start the school with skills broadly as expected for their ages. Some literacy skills, including phonics and reading, are below this. Pupils make good progress and achieve well. This is particularly the case in writing where opportunities are seized for pupils to build on their own experiences. For instance in Year 1, pupils were learning about recount. The previous day they had visited the zoo. The teacher skilfully used the interactive whiteboard to show photographs and pupils discussed the different events of the day, prior to writing their own version of events based on their own experience.

Attendance is good. Pupils and their parents know that they are safe in school. Pupils know that teachers will listen to them and help sort out their problems. Behaviour in lessons and around the school is good and pupils say it has greatly improved. Pupils make a good contribution to the school and community through fund raising for charity, the school council and being buddies to new pupils. As a result of a questionnaire pupils are involved in designing a playground for a competition to win new playground equipment for the school. Pupils understand well about healthy eating and the take-up of football after school contributes well to their healthy lifestyles. Pupils' spiritual, moral and social development is good. Cultural development is more limited, although opportunities to

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

develop art and music skills and learn about other places in the world ensure this is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
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?

Lessons are well structured, with assessment used well to plan grouping, especially in Key Stage 1. Teachers have good subject knowledge. They use a range of questioning which allows pupils to have good focused discussions. Teachers' use of technology in lessons is variable. Where it is used effectively it has a positive impact on pupils' learning. Pupils are confident in asking questions and they are given plenty of opportunities to research and find out more about topics themselves. In some classes, pupils know their targets and have opportunities to evaluate their own work using success criteria. Most teachers make good use of assessment data to plan for the needs of all pupils but this is not yet entirely the case. Similarly, most mark books with evaluative comments and next steps for improvement, but this is not consistent across the school.

The curriculum is well organised and brings together a good range of opportunities and experiences for the pupils. Good links are made between subjects such as personal, social and health education, history, art and geography which extend opportunities for writing. A successful activity week showed pupils had a range of opportunities to explore the theme of space through creative artwork, research, writing and working in groups and achieved good standards of work. Opportunities to use information and communication technology

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

across the curriculum in lessons are being developed effectively through the provision of laptops in class.

The school creates a welcoming environment for all pupils. Outside agencies provide a range of good support for those whose circumstances have made them vulnerable and those with special educational needs and/or disabilities. Speech and language therapists come into school to provide therapy for pupils who need it. However, teachers receive too little guidance on how to support these pupils appropriately in the classroom so they do not make as much progress as their peers. The well-being of all learners, including those who are vulnerable and their families, is supported well through the school nurse, behaviour support service and social services networks.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The school has systematic tracking information which is used to evaluate progress well and ensure any pockets of underachievement are identified. Teaching is monitored well by the senior leadership team, but there are insufficient opportunities for middle leaders to monitor their own subjects and identify areas for development.

The governing body is strong and governors systematically monitor the work of the school offering good support and challenge to ensure progress and learning are maintained. There are good links with the Menehal and these ensure that the Kodesh curriculum develops effectively alongside that of the secular curriculum. Safeguarding is good. Parents are confident that their children are safe. Governors have had appropriate training in safeguarding, and all policies and procedures are in place. A community cohesion audit has taken place and there is good progress in developing links within local and global communities. However national links are less well established. Partnerships with other agencies, schools and the local authority have contributed well to the schools' improvement and to the well-being of the pupils. Partnerships with a local special school are very positive.

The school engages well with parents and carers. Mothers really value the networks set up through the school with opportunities to meet on a regular basis and there are many positive comments in the questionnaires. Leaders promote equal opportunities satisfactorily and endeavour to ensure that pupils, whatever their ethnic or cultural background, are valued and free from discrimination.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Leadership and management of the Early Years Foundation Stage are good. Children enter with levels of knowledge and understanding that are broadly typical for their age across all areas, with the exception of reading and writing where they are below what is expected. There are good opportunities both inside and outside for children to develop the full range of skills. They enjoy opportunities to mark make and some were busy writing cards to Africa as part of their topic. Outside a group was designing and building a house using a range of construction materials. Children develop good social skills and work and play well together. Their technological skills are developing well and children enjoy experimenting with line and colour using a paint program on the interactive whiteboard. Continuing observations and assessments are regularly recorded across all six areas in learning profiles that track pupils' progress effectively. These are shared regularly with parents. As a result of this assessment, teachers plan a good range of activities with a good balance between those they direct and ones children choose for themselves. They make good progress so that by the end of Reception outcomes are above expectations for their age, particularly in problem solving, reasoning and number and linking letters and sounds. Staff training is up to date and welfare requirements are met. Children are very well looked after and safeguarding procedures are robust. There are good plans in place for driving future improvement.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A very small minority of parents responded to the questionnaire. These parents are overwhelmingly supportive of the work of this school. A number of parents commented on the tremendous improvements in the last two years and since the previous inspection. A very small minority of these parents disagreed that the school deals effectively with unacceptable behaviour. Inspectors found that behaviour in lessons and around the school was good. Behaviour is well managed by staff and pupils are well supervised at break times.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pardes House Primary 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	73	8	27	0	0	0	0
The school keeps my child safe	22	73	8	27	0	0	0	0
My school informs me about my child's progress	9	30	21	70	0	0	0	0
My child is making enough progress at this school	17	57	11	37	0	0	0	0
The teaching is good at this school	19	63	11	37	0	0	0	0
The school helps me to support my child's learning	20	67	10	33	0	0	0	0
The school helps my child to have a healthy lifestyle	16	53	13	43	1	0	3	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)	10	33	14	47	0	0	0	0
The school meets my child's particular needs	14	47	15	50	0	0	0	0
The school deals effectively with unacceptable behaviour	12	40	15	50	3	10	0	0
The school takes account of my suggestions and concerns	14	47	16	53	0	0	0	0
The school is led and managed effectively	19	63	11	37	0	0	0	0
Overall, I am happy with my child's experience at this school	72	73	8	27	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



24 March 2010

Dear Pupils

Inspection of Pardes House Primary School, Hendon N3 1SA

Thank you for the very warm welcome you gave us when we visited your school recently. We really enjoyed meeting you and talking to you at meetings, during your lessons and in the playground and hearing about all the things you do at the school.

We were very impressed by the good progress you were making in lessons and how much you enjoy your time at the school, particularly art and sport and football. We thought that your school had really improved since the last inspection and decided that your school is a good school now. Here are the reasons why.

- You are reaching above average standards in English and mathematics.
- You feel very safe at your school and know that staff will listen to you and help you if there is a problem.
- You behave well and have good relationships with adults and with each other.
- You enjoy learning about the world around you especially when teachers give you the chance to discuss your work, make learning fun and you go on trips.
- The curriculum is good and you enjoyed the space week where you worked together on different activities.
- Your headteacher and senior leaders run the school well and know what to do to make it even better.

There are some things we have asked the school to do to help you improve further.

- Make sure teachers plan different tasks in lessons so that all of you work from your starting points and know the next steps for improvement.
- Ensure that the leaders and managers evaluate your progress, especially in literacy and maths, so that you get support if you fall behind and everyone is challenged to make even better progress.

Yours sincerely

Jennifer Barker

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.