

Iford Jewish Primary School

Inspection report

Unique Reference Number	102847
Local Authority	Redbridge
Inspection number	376774
Inspection dates	19–20 September 2011
Reporting inspector	Mary Summers

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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	307
Appropriate authority	The governing body
Chair	Howard Kemp
Headteacher	Roz Levin
Date of previous school inspection	14 May 2009
School address	Carlton Drive Barkingside Ilford IG6 1LZ
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Registered childcare provision	Iford Jewish Primary School Pre-Nursery
Number of children on roll in the registered childcare provision	28
Date of last inspection of registered childcare provision	14 May 2009

Age group	3–11
Inspection date(s)	19–20 September 2011
Inspection number	376774

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Introduction

This inspection was carried out by three additional inspectors. They visited 23 lessons which were taught by a total of 15 teachers. They observed the school's work, and looked at documents associated with safeguarding procedures and self-evaluation. They examined data and information about pupils' progress and looked at samples of their work. They also scrutinised improvement plans as well as planning for lessons and the curriculum. Minutes from meetings held by the governing body and monitoring and evaluation reports written by senior leaders as well as the local authority were also examined. Inspectors took account of the views of pupils and of 34 members of staff who had completed questionnaires, as well as the content of 169 questionnaires that had been completed and returned by parents and carers.

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

- Pupils' achievement in writing across the school.
- Curriculum planning in the Early Years Foundation Stage to stimulate children's interest, enthusiasm and independence.
- The impact of the school's work to support pupils learning to speak English as an additional language.
- The impact of the new management team on improving the school's effectiveness.

Information about the school

This average-sized primary school serves pupils from many different backgrounds. Pupils travel from a wide area to attend. Approximately two-thirds of pupils come from Jewish families and most other faiths are represented in smaller numbers. These proportions have changed significantly since the last inspection when the vast majority were from Jewish families. An average and increasing proportion of pupils in the school speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average although it is growing rapidly. The proportion identified with special educational needs and/or disabilities is broadly average although proportions vary considerably between year groups. Many of those identified have speech, communication and language difficulties.

There have been several changes in the senior management team since the last inspection, with the recent appointment of a new deputy headteacher and Early Years Foundation Stage coordinator.

The school has won a number of national awards in recent years, including Healthy Schools status and the Bronze Travel Award.

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 whose strong partnerships with parents and carers and the community contribute to its warm and positive family ethos. The school has embraced the changing nature of its intake, warmly welcoming pupils from many different ethnicities over the last 18 months, many of whom are in the early stages of learning to speak English as an additional language.

Pupils are well known as individuals and are nurtured carefully throughout their time at school. They grow into confident young learners who respect one another's views and opinions. Pupils' good behaviour has a positive impact on their learning. They are well motivated and enjoy coming to school, as their active participation in lessons shows. They feel safe and well cared for. Parents and carers value all the support the school offers. One, echoing the views of many, wrote, 'The school is a nurturing environment for my children. They have thrived and progressed excellently.'

Achievement is good in Key Stages 1 and 2. Pupils with special educational needs and/or disabilities also achieve well. Those who speak English as an additional language are well supported and take a full part in lessons, often being encouraged to respond to questions in their home languages. Progress in writing, while satisfactory, is not as good as in reading and mathematics and the school has rightly identified this as an area for improvement. A wide range of initiatives has been introduced to improve spelling and handwriting for example, and these are beginning to show a positive impact. Teaching is generally good, with teachers providing stimulating and relevant material that engages pupils' interest and increases their motivation. However, there is sometimes a lack of clarity about exactly what pupils are expected to learn during writing lessons and this hinders their involvement in and understanding of their learning. Teaching assistants often have a very good impact on pupils' progress but occasionally their effectiveness is restricted by the lack of clearly defined goals for pupils' learning.

Children in the Early Years Foundation Stage make satisfactory progress. They enjoy coming to school and quickly develop good relationships with adults and other children. Progress is tracked carefully but the information is not always used to plan activities that closely meet their individual needs and abilities. Sometimes the activities are not planned well enough to maintain children's interest and extend their learning, particularly in the Reception classes and in the pre-school. Additional adults provide good support in the Nursery, but in Reception and the pre-school, they do not always challenge children enough to extend their learning.

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The headteacher is extremely well respected and valued throughout the school community. She drives the school's work rigorously yet sensitively, ensuring that plans clearly focus on improving pupils' achievement. Consequently, there is a strong feeling of teamwork through the school and a clear commitment towards improvement. Rigorous monitoring procedures and a commitment to self-evaluation mean that senior leaders have an accurate view of the school's performance. Middle managers are taking an increasingly active role in monitoring although are not yet analysing the results of tests and assessments to see where pupils might do better. Improvement since the last inspection has been good, with pupils' attainment rising and the school successfully meeting the needs of its new pupils who speak English as an additional language. The school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' achievement in writing by:
 - ensuring that targets for learning during lessons are clearly defined so that pupils and teaching assistants know exactly what is expected
 - analysing the results of tests and assessments more closely to identify and address weaknesses in pupils' performance.

- Improve provision and outcomes in the Early Years Foundation Stage by:
 - ensuring that independent activities consistently engage children effectively and extend their learning, especially in Reception and in the pre-school
 - ensuring that adults consistently challenge children and extend their learning, especially in Reception and in the pre-school
 - using the results of assessments to plan activities that more closely meet children's different needs and abilities.

Outcomes for individuals and groups of pupils

2

Children's skills vary considerably when they start in Nursery but are usually in line with those typical for their age. By the time they leave at the end of Year 6, their attainment is above average. Achievement in mathematics is especially good because pupils are well motivated by the challenging nature of the lessons. Girls and boys respond with great enthusiasm and excitement, learning a great deal from their discussions and investigations. Achievement in writing, while satisfactory, is beginning to rise as a result of a new literacy programme which encourages pupils to develop specific skills but also gives them opportunities to write at length within different subjects. For example, Year 5 pupils wrote clear accounts of their science investigations into 'Does air weigh anything?' explaining their hypotheses, methods and results.

Pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate

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good levels of understanding for others’ feelings and beliefs and go out of their way to support and encourage each other, including those who are new to the school and represent different ethnicities and cultures. They make a significant contribution to their school and wider communities, through their work on the school council and voluntary work within the locality. Pupils know how to keep safe in and out of school and are very aware of road safety and the dangers of drugs. They have a good awareness of the importance of maintaining a healthy lifestyle, recognised through a national award. Attendance dipped last year but is rising again and is currently average. Children in the pre-school develop good levels of confidence and independence, learning to share toys and books. They learn good table manners and an understanding of their faith during snack-time, when they are encouraged to say prayers and share fruit and pretzels.

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	2
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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge which enables them to present lessons confidently and answer pupils’ questions clearly. Positive relationships mean that pupils are not afraid to ask for help when needed. The best lessons encourage the pupils to think carefully and give them confidence to attempt new learning. Outstanding teaching was seen in a Year 6 mathematics lesson, for example, where pupils worked in pairs to record different ways of multiplying three-digit by two-digit numbers. The teacher’s enthusiasm infected the pupils and drove them to on to think of more and more strategies. Their progress was excellent but they also gained a great deal of confidence and independence. In a few lessons, teachers do not clarify

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

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exactly what pupils are expected to learn and this hinders their progress. This also impedes the effectiveness of additional adults working with groups of pupils. Pupils’ progress is checked regularly and swift action is taken to help pupils at risk of underachievement. Small group work is especially effective in supporting pupils who speak English as an additional language.

The good curriculum supports pupils’ academic and personal development well. The provision of specialist teaching in English, mathematics and science has a good impact on pupils’ achievement in Years 5 and 6. The curriculum successfully links Jewish faith and culture to pupils’ daily lives, while valuing others’ views and beliefs. Effective partnerships with local organisations provide useful opportunities for pupils to extend their academic, creative and sporting skills. Pupils appreciate the wide variety of clubs on offer, such as Israeli dance, gardening, art and choir. Annual residential visits enable Year 4 pupils to develop their historical knowledge and Year 6 pupils to participate in a range of exciting and challenging physical activities. A new ‘creative curriculum’ has been successfully introduced recently and is beginning to provide more relevance and interest to pupils’ learning.

Pupils are well cared for in school. Regular ‘circle time’ provides good opportunities for pupils to share any concerns. Good links with the local secondary school mean that transition arrangements are well established so that pupils transfer confidently at the end of Year 6. Support staff speak a wide range of languages and are able to offer advice and encouragement to pupils who speak English as an additional language. Pupils with special educational needs and/or disabilities have carefully designed individual learning plans which are reviewed regularly and contribute to their good progress. There are secure systems in place to encourage regular attendance and the school continues to work with parents and carers of pupils whose attendance causes concern. The pre-school offers good levels of care to children, providing a warm, happy atmosphere, where children feel comfortable and supported.

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 leadership team gives a firm steer to the school’s work and there is a clear focus on securing improvement. The new deputy headteacher is already proving to be a valuable member of the senior management team and has quickly gained the confidence and support of staff, parents and carers. Regular meetings between the

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headteacher and the teacher in charge of the pre-school ensure a common approach and shared values. Coordinators take an active role in monitoring the school’s performance, planning to secure improvement and checking the impact of initiatives. However, they do not yet analyse the results of tests and assessments to identify common areas of weakness, so that the curriculum can be strengthened accordingly. Recently appointed phase leaders are developing their roles satisfactorily but have not been in place long enough to have had a significant impact on school effectiveness.

Parents and carers develop good levels of trust in the staff because of the strong partnerships that exist between them and the school. Very successful initiatives, such as International Week and parents’ forums encourage parents to share their ideas, cultures and customs with pupils, staff and one another. Good partnerships with a wide range of agencies provide effective opportunities for pupils to engage in many activities within and beyond the school day, which the school could not otherwise provide. These include sports, Hebrew reading and science.

Governance is good. The governing body is actively involved in monitoring the school’s work and in setting priorities for the future. It includes a wide range of useful expertise with which to support the school. Regular consultations with parents and carers ensure that their views are taken into account when planning for school improvement.

Safeguarding procedures are good. There are very well organised arrangements to ensure that pupils are safe at school. Site supervisors play a key role in ensuring pupils’, parents’, and carers’ safety throughout the day in the car park and on the road outside the school. Staff promote equality of opportunity well. Senior staff track the progress of different groups of pupils carefully to identify underachievement. Racist incidents are rare and procedures are in place to ensure that any which arise are tackled promptly. The school promotes community cohesion well. There is a very strong feeling of community within the school and locality, good partnerships with other local schools and community organisations and a good link with a school in Ghana.

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	2

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tackles discrimination	
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	2

Early Years Foundation Stage

Children settle in quickly to the Nursery and begin to develop their confidence and independence. The atmosphere is warm and inviting and this means that children come into school happily each morning, ready to engage in all the activities provided for them. Relationships with parents and carers are strong and this means that they are confident they can leave their children at school, secure in the knowledge that they will be safe and happy. Many children have already attended the pre-school and there are effective systems in place to ensure that they transfer easily between the two settings.

Throughout Nursery and Reception, children enjoy a range of activities that are directed by adults and some that they choose for themselves. Activities led by adults are effective, enabling children to develop their phonic knowledge and number awareness well. The quality of activities that children choose for themselves varies considerably between Nursery and Reception. Those in Nursery are often of high quality, with a clear focus for learning and good levels of relevance and interest. A range of activities in the Nursery for example, to prepare for Jewish New Year, encouraged children to talk about pictures, share books, balance apples and grade them in size, paint and print with them and make models from playdough. In contrast, activities in Reception classes, while satisfactory, often lack focus and interest and do not encourage really effective learning. Additional adults play a key role in the Nursery, taking every opportunity to interact with children, challenging their thinking and extending their language but this is not always the case in Reception.

The pre-school complies with the requirements for registration. Staffing levels are good and children enjoy the close contact and support they receive from adults. The day is planned satisfactorily with an adequate range of activities available for children to choose from independently inside and outside. However, these activities often lack a specific focus for learning and consequently, children are occupied, rather than challenged to learn. As in Reception, adults, while having pleasant discussions with children and acknowledging their needs, seldom challenge them through sensitive questioning to extend their learning.

Leadership is satisfactory. The new early years coordinator has made a very positive start, refining practice in the Nursery to improve the quality of experiences offered to children. She has not been in place long enough to impact on provision in Reception or the pre-school. Children’s progress and achievements are tracked satisfactorily but

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the resulting information is not always used well enough to plan appropriate activities to meet their individual needs and help them take the next steps in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parental questionnaires returned was higher than average. Those who responded are extremely positive about the school’s work. All agree that their children are kept safe and the vast majority agree that the teaching is good and their children’s needs are met effectively. They say that the school takes account of their suggestions and concerns. Many parents wrote that they particularly valued the school’s strong sense of community. These positive views were endorsed by inspection findings.

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Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ilford Jewish 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 169 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	140	83	28	17	1	1	1	1
The school keeps my child safe	139	82	31	18	0	0	0	0
The school informs me about my child’s progress	115	68	49	29	3	2	2	1
My child is making enough progress at this school	119	70	47	28	3	2	0	0
The teaching is good at this school	121	72	47	28	2	1	0	0
The school helps me to support my child’s learning	115	68	51	30	4	2	0	0
The school helps my child to have a healthy lifestyle	119	70	46	27	4	2	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)	114	67	46	27	2	1	0	0
The school meets my child’s particular needs	125	74	40	24	3	2	0	0
The school deals effectively with unacceptable behaviour	113	67	52	31	3	2	1	1
The school takes account of my suggestions and concerns	110	65	52	31	2	1	0	0
The school is led and managed effectively	119	70	47	28	3	2	0	0
Overall, I am happy with my child’s experience at this school	133	79	31	18	3	2	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%.

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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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.

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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.

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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.



21 September 2011

Dear Pupils

Inspection of Ilford Jewish Primary School, Barkingside IG6 1LZ

Thank you so much for welcoming us recently to your school and giving us your opinions about the school. Your views in the questionnaire, and everything else that we saw, helped us to get to know your school and how well it works. You said that your school is good and we agree. Here are some of the things we liked best.

- You work hard in class and make good progress.
- You understand how to keep safe, healthy and fit.
- You respect one another's different faiths and cultures.
- The adults arrange a wide range of activities to make learning exciting.
- The headteacher and governors do a good job in keeping you safe and ensuring you receive a good education.

There are a few things that could be even better in your school. We think you could make more progress in writing so we have asked the teachers to plan lessons more carefully so that you know exactly what you are learning and to ensure that support assistants can help you more effectively. We have asked the adults to check your writing progress even more closely so they can help you with any problems. We think that the adults who look after the children in the early years could help them make better progress by planning the activities more carefully. We think that they could spend more time talking with the children, encouraging them to think carefully about what they are learning. We have also asked them to use the information they get from checking children's progress to plan activities that will help them improve.

You can all play your part in helping your school become better by making sure you work hard, behave well and attend school every day unless you are ill.

Yours sincerely

Mary Summers
Lead inspector

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