

# Avigdor Hirsch Torah Temimah Primary School

## Inspection report

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<b>Unique Reference Number</b>	131916
<b>Local Authority</b>	Brent
<b>Inspection number</b>	381424
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Barnard Payne

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>	Boys
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Uri Kaplan
<b>Headteacher</b>	Rabbi Yitzchak Freeman
<b>Date of previous school inspection</b>	4–5 July 2007
<b>School address</b>	Parkside Dollis Hill London NW2 6RJ
<b>Telephone number</b>	020 8450 4377
<b>Fax number</b>	020 8208 7998
<b>Email address</b>	admin@torahtemimah.brent.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed all eight teachers of the secular curriculum in 15 lessons and attended an assembly. They also held meetings with a group of parents and carers, representatives from the governing body, a group of pupils and staff. They observed the school's work, and looked at a sample of pupils' books and the school's plans and policies, including those for safeguarding. Inspectors also looked at questionnaires completed by 71 pupils, 26 staff and 93 parents and carers.

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 attainment in writing is catching up with that in mathematics.
- The progress pupils make in reading, writing and mathematics in Key Stage 1.
- The extent to which teachers' marking is of consistent quality to help pupils understand their progress and whether teachers make good use of assessment information to set pupils targets across the school.
- What the school is doing to build leadership capacity to deal with the increase in pupil numbers.

## Information about the school

This primary school for Orthodox Jewish boys is slightly smaller than the average sized primary school, but, recently, numbers have increased in the Early Years Foundation Stage and Key Stage 1. A below average percentage of pupils are known to be eligible for free school meals. Most pupils are from White British backgrounds and all speak English as a first language. The proportion of pupils with special educational needs and/or disabilities is above average. Over 15% of pupils receive additional external support or have a statement of special educational needs, which is a high proportion compared to the national average. These are predominantly pupils with behavioural, emotional and social difficulties. The provision for the Early Years Foundation Stage consists of a Nursery and a Reception class.

**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

The school has a very clear ethos based on values that are shared and strongly supported by staff, pupils and their parents and carers. Consequently, pupils' spiritual, moral, social and cultural development is outstanding. A parental comment stated: 'Despite the narrow range of ethnicities represented within the school, they effectively instil an amazing tolerance and respect for those who appear different to us. I have noticed this in my children on several occasions.' Levels of satisfaction among parents and carers are high as exemplified in another parental comment, 'The school is exceptionally warm and caring to both the children and parents.'

Pupils behave well and enjoy learning. The achievement of all groups of pupils, including those with special educational needs and/or disabilities, is good. Children make satisfactory progress in the Early Years Foundation Stage and by the end of Reception their level of skills is just above that expected. They continue to make satisfactory progress in Key Stage 1, although this is improving due to better teaching. In recent years pupils have reached the national average in reading, writing and mathematics at the end of Year 2 but current work shows a significant improvement. Their progress accelerates in Key Stage 2 and their attainment at the end of Year 6 in English is above average and in mathematics it is high. Teaching is good overall, but satisfactory teaching in some lessons leads to slower progress because the learning objectives set for each range of ability are not clear enough. Teachers make good use of marking and assessment information to set personal targets for pupils.

The school meets pupils' needs well and those with behavioural, emotional and social difficulties integrate very effectively. This is because care, guidance and support are outstanding. Learning opportunities are broad and varied and the integration of Jewish studies with the secular curriculum makes a strong contribution to achievement. Pupils' adoption of healthy lifestyles is satisfactory; they have a good understanding of healthy diets and take part in a satisfactory range of physical activities. The school provides a good range of extra-curricular activities. Pupils acquire a good level of literacy, numeracy and information and communication technology (ICT) skills, which contribute well to their future economic well-being, and their attendance is high. Pupils make a good contribution to the school and wider community.

The school's leadership has a very accurate picture of the school's performance based on detailed self-evaluation. This has been used effectively to bring about improvements, notably in teaching, which has been affected by staff turnover in

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recent years; and in writing, where achievement, although at least satisfactory, has been relatively weaker than in reading and mathematics. The school's leadership has managed the increase in the number of pupils well, but has accurately identified a need to increase its leadership capacity to deal with anticipated future increases. Since the previous inspection the school has consolidated and built upon its strengths, which shows that its capacity for sustained improvement is good.

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

- Improve outcomes in the Early Years Foundation Stage by:
  - ensuring that activities are tied to clear learning objectives to accelerate rates of progress for children of all abilities.
- Ensure that teaching is of a consistently good or better standard across the school by:
  - setting learning objectives in all lessons that are precise and cater well for the full range of ability
  - increasing opportunities for teachers to observe one another teaching and for collaborative working in order to share the best practice.

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

Pupils particularly enjoy lively, active lessons with clear learning objectives. A good example was the excitement pupils showed in an outstanding Year 5 science lesson, where they investigated which combinations of solids and liquids would produce a gas. The fast pace and range of activities in another outstanding Year 6 lesson, in English, led to pupils participating and contributing ideas very effectively to develop their writing. Attainment on entry is a little higher than that of pupils of a similar age, although there is now more variation as more pupils join the school. Pupils' books show that, due to the school's focus on improving writing, the gap with achievement in mathematics is closing. Pupils are given effective strategies in English and at the end of Key Stage 2 attainment exceeds the national average for all pupils and is much higher than the national average for boys. A dip in results in Key Stage 1, partly due to a high turnover of staff, is being addressed effectively through clear targets for pupils and a more rigorous approach to setting clear learning objectives; this is particularly evident in Year 2 work, where attainment is improving rapidly in writing and mathematics due to precise learning objectives being set in lessons and effective teaching to enable pupils to develop their literacy and numeracy skills. The school has effectively developed pupils' use of investigative skills in science and in other subjects. An outstanding mathematics investigation in Year 2 addressed the question: 'What activities do you think there should be in the playground to improve break-times and lunchtimes?' Pupils planned the investigation, collected data using a tally chart, transferred them to a bar chart and then analysed the data.

Pupils make a good contribution to their school community. They share its aims and

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consider that the school gives them confidence and prepares them well for secondary school. They feel safe and agree that behaviour is mostly good. Their spiritual, moral and social development is excellent. They acquire deeply held values, in line with the school’s exceptionally strong Jewish ethos. Their cultural development is more limited; pupils mostly have contact with the Jewish community, but they do learn about people from other faiths and cultural backgrounds. The school is involved in fund raising for both Jewish and non-Jewish charities and the school council guides the decision as to which charities are selected.

*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>	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
<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>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching in the majority of lessons is good or better. In the best lessons, activities are tied to clear learning objectives and pupils are involved in agreeing success criteria, which clarifies their learning goals. In a lively Year 5 lesson, as part of a Greek day, the planning for each range of ability was excellent and the way the teacher presented the work to engage the pupils was outstanding and included highly effective use of ICT. All pupils have personal targets and teachers provide good feedback through marking, including the level at which pupils are working and the next steps for them to take. Teachers mostly make good use of assessment information to plan lessons. Where teaching is satisfactory, the work tends to be pitched more at one level with learning objectives that are less precise. In these lessons, assessment information is not used as effectively to plan work that meets the needs of pupils with different levels of ability. Support staff make an effective contribution to pupils’ progress and their impact is significant where the planning is

<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

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most effective and their efforts can be targeted at those with the highest level of need.

The school provides a curriculum with a strong emphasis on religious studies. The links made between the secular curriculum and Jewish studies have a strong impact on achievement, contributing particularly to the development of literacy, numeracy and ICT skills and also to the creative curriculum, where pupils have designed and made religious artefacts. The school provides weekly physical education lessons to meet statutory requirements but the time is more limited than in many schools, which is why pupils’ adoption of healthy lifestyles is satisfactory rather than good. While the school provides a good range of extra-curricular activities it has not measured the impact these have on the achievement of different groups. The curriculum for pupils with special educational needs and/or disabilities effectively meets their needs and includes well-focused deployment of support staff.

The very strong emphasis the school places on care, guidance and support reflects its values; there is excellent support for families as well as individual pupils. Transition arrangements are effective at all points in pupils’ schooling and there are good links with secondary schools. The school has been extremely successful in promoting high attendance.

*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 school’s leadership has effectively managed changes in staffing to ensure continuing good achievement. There is growing rigour in the teaching because the expectations of staff are clear and the school’s leadership identifies the best practice and strongly encourages and builds on it by, for example, increasing opportunities for teachers to observe one another. Effective middle leadership has brought about improvements in writing across the school. The school plans ahead effectively and, in anticipation of continued growth, is reviewing its leadership structure. The governing body shares a vision for the school and is very supportive; governors are knowledgeable about the school’s performance and effectively hold it to account.

Parents and carers are highly supportive of the school; there is a strong partnership with them and the school has effective systems in place to advise and support parents and carers. Good links with outside agencies include effective work with local authority staff to develop literacy and the Early Years Foundation Stage. There are

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also well-established links with agencies that support pupils’ well-being, and these contribute to the school’s outstanding care, guidance and support. The school’s arrangements for safeguarding pupils fully meet statutory requirements; staff are well trained and the school is a safe and secure environment. All parents and carers returning questionnaires agree that the school keeps their children safe. The school is effective in closing any gaps in performance between different groups, including those with special educational needs and/or disabilities. This reflects its good promotion of equality of opportunity. The school has a secure understanding of its community and has the required policy in place to promote community cohesion, but it has not systematically analysed outcomes and there is limited evaluation of the impact of action taken. Outcomes for pupils are good and resources are used effectively to support continuing improvement. The school therefore provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make satisfactory progress, settle well into the life of the school and enjoy taking part in the activities provided. The provision looks after children well and their health and safety are given a high priority. Parents and carers are happy with the provision. Adults build good relationships with children and manage behaviour well. Their use of observation and assessment is satisfactory. However, this does not consistently lead to clear targets; learning objectives are not always clear enough and, while there are a variety of activities, they are not always cohesively planned to accelerate rates of progress. On occasion, a small minority of children do not make the progress they could because all children do the same work, regardless of their relative abilities. There are examples of good teaching; for example, in a lesson



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where children learned the Hebrew alphabet the teaching was lively and encouraging, which led to children listening carefully to instructions and being keen to learn. The leadership and management of the provision have built excellent links with parents and carers and ensured a consistent approach to managing behaviour and in providing a safe, secure environment for learning. There is less consistency in ensuring that all groups of children are suitably challenged and that planning is tied to clear learning objectives.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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 response rate to the questionnaires was above the average rate for primary schools. Levels of satisfaction are above average compared to national figures. A few parents and carers included written comments, mainly expressing positive views of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Avigdor Hirsch Torah Temimah 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	80	19	20	0	0	0	0
The school keeps my child safe	77	83	16	17	0	0	0	0
The school informs me about my child’s progress	53	57	40	43	0	0	0	0
My child is making enough progress at this school	54	58	39	42	0	0	0	0
The teaching is good at this school	63	68	29	31	0	0	0	0
The school helps me to support my child’s learning	54	58	37	40	2	2	0	0
The school helps my child to have a healthy lifestyle	63	68	29	31	1	1	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)	52	56	35	38	3	3	0	0
The school meets my child’s particular needs	58	62	35	38	0	0	0	0
The school deals effectively with unacceptable behaviour	45	48	35	38	7	8	5	5
The school takes account of my suggestions and concerns	53	57	27	29	6	6	6	6
The school is led and managed effectively	60	65	23	25	1	1	9	10
Overall, I am happy with my child’s experience at this school	70	75	23	25	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	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](http://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.

## 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.**



30 November 2011

Dear Pupils

**Inspection of Avigdor Hirsch Torah Temimah Primary School, London, NW2 6RJ**

Thank you for helping us to find things out about your school. We really enjoyed our visit. We found that you make good progress so that by the time you leave you reach above average standards in English and high standards in mathematics. The school makes sure you are safe and well cared for and you behave well. You make good progress in acquiring the skills you will need later in your lives and your attendance is high. We were particularly impressed with your outstanding spiritual, moral, social and cultural development. This shows that you fully understand the values the school teaches you. Overall, you attend a good school. There are some aspects that are satisfactory rather than good. While most of the teaching is good, there are some lessons where your progress could be quicker. We have therefore asked the school to:

- improve learning in the Nursery and Reception by making sure that the activities for children are planned more effectively to help them make faster progress
- ensure all teaching is good or better across the school by setting clear learning objectives in all lessons to cater well for all abilities and by increasing opportunities for teachers to share the best ideas.

You can help by always making sure you know what is expected and helping your teachers to make learning exciting.

Yours sincerely

Barnard Payne  
Lead inspector

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