

# Wolfson Hillel Primary School

154 Chase Road, Southgate, London N14 4LG

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From their starting points, pupils achieve well to reach standards in English and mathematics that are well above average by the time they leave.
- Good teaching helps pupils of all abilities, including disabled pupils and those with special educational needs, to make good progress.
- The curriculum gives pupils a wide range of interesting experiences and helps them to see the relevance of their learning by linking religious and secular aspects together.
- The school is a very close-knit community, where pupils get on well together. Pupils are proud of their school, are keen to learn and behave well.
- The safeguarding of pupils is given a high priority by leaders, managers and governors. As a result, pupils feel safe and have confidence in the adults around them.
- The new headteacher has established a culture of high expectations, which has brought a commitment and sense of urgency to making further improvements.
- The clear focus of senior leaders and governors on improving the quality of teaching, through effective management of performance and regular checks, has led to significant improvement over the last year.

### It is not yet an outstanding school because

- Not all children in the Early Years Foundation Stage learn quickly because activities are not always purposeful enough.
- Occasionally, teachers do not provide work that is hard enough for all groups of pupils, especially in mathematics.
- Teachers' use of target setting, marking and feedback to pupils does not consistently help pupils to improve.
- The new system for tracking pupils' progress is not yet well enough embedded to be sure that all individuals and groups of pupils make rapid progress.

## Information about this inspection

- Inspectors observed 23 lessons or parts of lessons. A number of these were seen jointly with the headteacher.
- They talked to groups of pupils about their work, observed them around the school, looked at their books and listened to them read.
- Inspectors talked to senior leaders, a group of governors and a representative of the local authority.
- They considered the views of parents expressed in 161 responses to the on-line survey Parent View as well as those of members of staff gathered through a questionnaire.
- Inspectors considered a range of school documentation including improvement plans, data related to pupils' progress and information about the safeguarding of pupils.

## Inspection team

Graham Lee, Lead inspector	Additional Inspector
Sarah Conway	Additional Inspector
Bryan Meyer	Additional Inspector

## Full report

### Information about this school

- Wolfson Hillel is a Jewish primary school which draws its pupils primarily from the Jewish community in North London and Hertfordshire.
- It is larger than the average sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action and school action plus is well below the national average. However, the proportion with statements of special educational needs is currently above average.
- Most pupils are of White British heritage and the rest are from a range of backgrounds, primarily Israeli.
- A small proportion of pupils speak English as an additional language but few are at the early stages of learning the language.
- The proportion of pupils eligible for the pupil premium is well below average. The pupil premium is additional government funding to support, in this school, pupils known to be entitled to free school meals.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.
- There is a private nursery on site which was not part of this inspection.
- Following the previous inspection, the long-standing headteacher left the school. Since that time there has been a number of changes in leadership. The current headteacher was appointed in September 2012.

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

- Improve the quality of teaching from good to outstanding so that all pupils make rapid progress by:
  - providing activities in the Early Years Foundation Stage that are always purposeful and ensure that all adults help children to move on in their learning
  - ensuring that teachers provide activities that are hard enough for all groups of pupils, especially in mathematics
  - make sure that teachers' target setting, marking and feedback to pupils consistently help pupils to improve and that teachers give pupils opportunities to respond.
- Embed the new systems for tracking the progress of pupils to ensure that reliable information enables individuals and groups of pupils not making rapid progress to be identified quickly.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well and reach well above average standards in English and mathematics by the end of Year 6; in 2012, the majority of them reached the higher National Curriculum levels. They had made very good progress during their years in Key Stage 2. Pupils are, consequently, well prepared for their secondary education.
- Mostly, pupils make good progress as they move through the school although some unevenness remains, reflecting inconsistencies in the quality of teaching over time. School data show that historically, while pupils have made at least as much progress as expected in mathematics, progress has been stronger in English. The school has addressed this gap successfully and it is closing.
- Although data for the Early Years Foundation Stage are unreliable it is clear that children's skills and understanding on entry are typical for their age, or better. They make expected progress in most areas of their learning although some do not always do as well as they could, especially in the Nursery, because not enough is demanded of them.
- Pupils make strong progress in reading and by the time they leave almost all read widely and fluently for enjoyment and information. In the Early Years Foundation Stage and at Key Stage 1, they develop the foundations for reading by acquiring good phonic skills to help them read new words. However, pupils at Key Stage 1 are not always required to read more difficult books when they are ready for them.
- Pupils generally transfer these skills well to their writing and write for a range of purposes, with increasing understanding of sentence structure and a widening vocabulary. Year 6 pupils, for example, were able to apply the features of writing in newspapers to a traditional story they had recently written. Also, a revised curriculum has provided a richer context for their writing.
- A renewed focus on mental mathematics is helping pupils to acquire good calculation skills which they are able to apply to a range of 'real life' problems. Occasionally, pupils do not make as much progress as they might when they are required to spend time on easier work before moving on to more difficult problems.
- The achievement of the few pupils entitled to the pupil premium was not as good as other pupils last year. A renewed focus on these pupils, primarily through support in 'booster' groups, has really improved their performance since September. As a result, the gaps between pupils known to be entitled to free school meals and others, as measured by average points scores, has narrowed significantly and they are doing as well as all pupils nationally.
- The relatively few disabled pupils and those with special educational needs are well supported in class lessons and smaller support sessions and make as much progress as others as a result. The same is the case with learners from different ethnic backgrounds and those speaking English as an additional language.
- There are no significant differences in the achievement of any groups of pupils illustrating that the school promotes equality of opportunity well.

### The quality of teaching is good

- The quality of teaching has been good over time and is improving further as a result of concerted action from senior leaders and governors. As a result, weaker teaching has been largely eradicated although small pockets remain.
- Teachers have good relationships with their pupils and manage their classes well. They share the purpose of lessons routinely which sets a purposeful framework for learning.
- Teachers generally use questions well to probe pupils' thinking. Mostly, teachers engage pupils well in their learning by, for example, getting them to discuss work in pairs and use individual whiteboards during introductions so their understanding can be checked. This was evident in a Year 1 lesson on the concept of taller and shorter, where interesting activities and skilful

questioning helped pupils to make rapid progress.

- There are good examples of teachers using targets effectively to challenge pupils to improve, although this is not as effective in occasional classes, where pupils are unsure of their targets or targets are not revisited for some time.
- Teachers mark pupils' work regularly and conscientiously. However, the extent to which their marking and feedback help pupils to improve and provide opportunities for them to respond, is variable.
- Adults create a positive atmosphere for learning in the Early Years Foundation Stage which helps children to be confident learners. The range of activities offered means that children make expected progress. However, some play activities are not always purposeful and too often adults supervise rather than develop children's learning. As a result, some children do not make the progress of which they are capable.
- Reading is generally taught well through the school and the implementation of a systematic phonics programme in the Early Years Foundation Stage and Key Stage 1 is helping to ensure that these skills are secure by the end of Year 2 for most pupils.
- The teaching of mathematics is improving as a result of a focus on the subject this term. It is now taught every day, with a renewed emphasis on mental mathematics and problem solving. It is also organised by ability groups at Key Stage 2, which means teachers can focus on a narrower ability range. For example, in Year 6, the lowest attaining pupils were able to make good progress in their understanding of area and perimeter as a result of support from a number of adults in the small group.
- Disabled pupils and those with special educational needs are taught well both in class and in smaller groups. The teaching assistants, in collaboration with class teachers, make an important contribution to the learning and confidence of these pupils in particular.

### **The behaviour and safety of pupils are good**

- Pupils are proud of their school and get on very well together. As a result, the school is a very harmonious community. Pupils enjoy taking on various roles in the school, for example as school councillors, and take these roles very seriously.
- Over time, behaviour is good as evident in the relatively few recorded incidents of poor behaviour. There have been no exclusions for several years. Most pupils and parents also believe that behaviour is good.
- From the time they enter the school in the Early Years Foundation Stage, children become confident and eager learners. In lessons, pupils show good attitudes to learning and respond well to their teachers. They work well together. Just occasionally, when the teaching does not capture their imagination, or they are required to sit for too long without active participation, they lose concentration and focus.
- The playground is generally a happy place for pupils to be with little sign of unpleasant or aggressive behaviour. Good levels of supervision enable pupils to feel safe. Their behaviour in the corridors can be a little boisterous and adults do not consistently pick up on this.
- Pupils say that there is little bullying in school, a view supported by most parents and school records. They have a good understanding of different forms of bullying and feel confident in the adults around them to deal with any incidents that arise. In consequence, pupils and their parents say that they are safe in school.
- Pupils' attendance has been above average for a number of years with little persistent absence. The school's strategies for promoting good attendance are robust and clear to parents.
- The school fosters good relationships extremely well and discrimination of any kind is not tolerated.

**The leadership and management are good**

- The new headteacher has high expectations of everybody and staff and governors are clear that she has re-focused everybody's attention on improving the school further. She is supported well by governors and the senior leadership team. The new team has improved the capacity of leadership at all levels although members are new to their roles and still developing their skills.
- The new improvement document is based on the school's accurate assessment of its strengths and weaknesses with clear plans in place to address the latter. The successful tackling of the priorities for improvement is already evident, for example, in a consistent approach to the teaching of phonics and a re-shaping of the way mathematics is taught in the school. This is resulting in better progress for pupils. This demonstrates that the school has strong capacity to improve even more.
- A key focus for the headteacher, senior leaders and governors has been to make the teaching even better. They have been uncompromising in tackling weaker practice and the pursuit of high quality teaching. The quality of teaching is checked regularly and this is closely aligned to rigorous appraisal systems. Rewards for teachers are now closely linked to the progress of pupils and the successful fulfilment of other roles.
- Systems for checking pupils' progress have been unreliable in the past so a new system has been put in place. This is based on increasingly accurate information about how pupils are performing in each half-term. It is too early, however, for this system to provide a comprehensive picture of how pupils are performing over a sustained period of time.
- The new headteacher has introduced a curriculum which integrates the secular and religious elements based around the Jewish year. This is providing a cohesive approach to learning and offering more opportunities for pupils to apply their literacy and numeracy skills in other subjects. The curriculum also ensures that English and mathematics are taught each day and that key skills are reinforced through mental mathematics sessions and guided reading.
- The school promotes pupils' social, moral, spiritual and cultural development very well through the everyday spiritual life of the school, a coherent programme to promote their personal and social development and the opportunities provided by the new curriculum.
- The partnership with parents has improved since the previous inspection and this is evident in the responses to the on-line survey, Parent View. A small minority of parents still have concerns about the information they receive and the amount of homework provided. Inspectors found that the school website's learning platform is of very high quality and provides a great deal of information and relevant homework in most cases related closely to work in class.
- Over time the local authority has provided appropriate 'light touch' support to the school in view of its performance. The new headteacher has welcomed further support, especially in improving mathematics.
- **The governance of the school:**
  - Governors are very committed, knowledgeable and supportive of the school. They undergo training regularly to improve their effectiveness. They are increasingly holding leaders to account for the quality of teaching and pupils' progress. They know about the school's performance in relation to national data. They are very aware of how additional funding through the pupil premium is spent and assess the impact on the pupils for whom it is intended. Governors manage the school's resources well. In the past, performance management systems have not been rigorous enough and pay rewards have not been linked closely enough to performance. This is no longer the case and underperformance is being addressed. Governors are now ensuring that pay rewards for teachers and leaders are closely matched to performance. Governors are rigorous in ensuring pupils are properly protected and that all safeguarding requirements are in place and reviewed regularly.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102042
<b>Local authority</b>	Enfield
<b>Inspection number</b>	402872

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

<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>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Howard Cohen
<b>Headteacher</b>	Kirsten Jowett
<b>Date of previous school inspection</b>	14 February 2008
<b>Telephone number</b>	020 8882 6487
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