

# Rimon Jewish Primary School

41a Dunstan Road, London, NW11 8AE

**Inspection dates** 11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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.

- Pupils make good progress from their individual starting points in reading, writing and mathematics.
- Teaching is good or better in all classes and the well-planned lessons meet the needs of pupils effectively.
- Disabled pupils and those who have special educational needs make good progress because they receive support that is carefully matched to their learning needs.
- Parents are pleased with their children’s education. The acting headteacher has the full support of the staff, governors and parents.
- The staff keep pupils safe, help to maintain their good behaviour and develop their confidence and good attitudes towards learning.
- Pupils say that they feel safe, and the vast majority of parents agree. Pupils’ understanding of how to keep themselves safe is appropriate for their age.
- The range of subjects and activities is rich and broad. Numerous visits and visitors to the school enhance its work.
- The governing body makes a good contribution to improving the school. Together with senior leaders, governors check the quality of teaching and make sure that teachers are held to account for the progress their pupils make.

### It is not yet an outstanding school because

- The quality of teaching and pupils’ progress in mathematics is not as good as that in reading and writing.
- Feedback, including marking, does not always show pupils how to improve their work. Pupils are not routinely given opportunities to respond to adults’ verbal and written feedback.
- On occasion, pupils are not clear enough about what they are expected to do in lessons because adults misjudge when they are ready to move on.
- Attendance at school is below the national average.

## Information about this inspection

- The inspector observed five lessons or part lessons. Four observations were jointly undertaken with the acting headteacher.
- The inspector looked at pupils' English and mathematics books in order to evaluate their progress over time and talked with pupils about their learning.
- The inspector heard four pupils read.
- Discussions were held with members of the senior leadership team, other staff and two members of the governing body.
- The inspector scrutinised a range of documents, including: the school's self-evaluation; the school development plan; documents relating to safeguarding; policies; information about pupils' progress; minutes of meetings held by the governing body and records of behaviour and incidents. He also looked at the school's website and records of the monitoring and evaluation of teaching and learning.
- Anonymised documents about the management of staff performance were reviewed.
- Account was taken of the 41 responses to the online Parent View survey as well as the views expressed by parents and carers at the school's entrance. The inspector reviewed the 11 responses to the staff questionnaire.

## Inspection team

Adam Higgins, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- Rimon Jewish Primary School opened in September 2012 and is smaller than the average-sized primary school.
- In its first year, the school admitted Reception-aged children only.
- Currently, in its second year, there are pupils in Reception and Year 1.
- During the inspection, the headteacher was on maternity leave. The governing body has appointed the next most senior member of the leadership team as the acting headteacher.
- The school moved into its current building in November 2013.
- Pupils come from a range of cultural heritages. The largest groups are White British pupils and those from any other White background.
- School records indicate that the proportion of pupils who speak English as an additional language is much higher than the national average. Most of these pupils are bi- or tri-lingual, and speak Hebrew and English fluently. Only a very small number of pupils are at an early stage of learning to speak English.
- The school does not currently receive pupil premium funding (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) as there are no pupils who meet the criteria.
- The proportion of disabled pupils and those who have special educational needs and who are supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is just below average.

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

- Strengthen the quality of teaching, especially in mathematics, so that it is always good and more is outstanding, by:
  - checking pupils' progress during lessons, making sure that all pupils understand what they are expected to do, and reshaping tasks to ensure that all pupils make the very best progress that they can
  - ensuring that all marking is of high quality and that pupils have time to respond to the feedback that they receive from teachers and other adults about their work.
- Work with parents to improve attendance so that it rises to well above the national average.

## Inspection judgements

### The achievement of pupils is good

- Most children start in the Reception class with skills and abilities below those normally expected for their age. There are particular weaknesses in their communication and language skills and their knowledge of the world. Leaders have made careful plans to ensure that the daily arrangements soon become familiar to children, so that they settle quickly and make a smooth transition into school.
- By the time they left Reception in 2013, all children had made good progress. When they started in Year 1, pupils' skills were in line with those that are expected of pupils nationally. This was because of the good teaching from teachers and other adults.
- Pupils from all backgrounds, including those who speak English as an additional language, make good progress and achieve as well as their peers. This is because the staff are committed to the school's five guiding principles. The first of which is 'rigorous pursuit of academic achievement'. The promotion of equality is at the heart of the school's work. Staff expect all pupils to make good progress and plan for this to happen, regardless of language spoken, cultural heritage or prior attainment.
- The progress made by disabled pupils and those who have special educational needs is good. Pupils are assessed shortly after they start at school. Staff identify whether additional support is needed in order to help each pupil achieve as well as they can. Teachers and teaching assistants provide carefully planned support in the classroom and beyond, to meet each individual pupil's needs. The impact of the support is closely checked, so that any changes can be made sooner rather than later.
- Overall, the most able pupils achieve well. Staff make sure that these pupils are given challenging work that supports their good progress.
- Pupils make good progress in reading. School data show that an above average proportion of Year 1 pupils are likely to meet the required standard in the national reading check for Year 1 pupils. School leaders have prioritised the teaching of phonics (linking letters to the sounds that they make) and early reading skills, to ensure that pupils develop a love of reading from the day that they start school. Leaders have given adults comprehensive training in the phonics teaching programme that the school has adopted.
- Pupils' skills in writing are improving at a faster rate than their skills in reading and mathematics. Leaders value the development of writing skills and ensure that, starting in the Reception class, pupils have the opportunity to write every day. Pupils' books show that pupils enjoy their writing and that they are developing a good understanding of sentence structure and punctuation.
- Pupils' progress in mathematics is not as good as their progress in other subjects. This is because when teachers see that pupils are finding the work too easy or too difficult, they do not reshape or alter tasks.

### The quality of teaching is good

- Teaching is good because teachers plan for the variety of needs of pupils and provide activities that build effectively upon their prior learning. Occasionally, teachers misjudge the learning because they do not assess pupils frequently enough as each lesson progresses. As a result, on some occasions, pupils find the learning too easy or too hard.
- Teachers and teaching assistants work very effectively together. They question carefully to probe pupils' understanding and to extend their thinking. Computers, including tablet computers, are used to ensure that the most-able pupils have access to more challenging tasks.
- Pupils receive a range of written and verbal feedback from teachers and teaching assistants about their work. Most feedback is specific and gives helpful pointers to pupils about how to improve their work next time. However, this is not always the case as some marking does not show pupils how to improve their work. In addition, opportunities are not always made for pupils

to respond to the feedback so that they improve quickly.

- Pupils present their work carefully. Teachers have high expectations of them and expect them to do their best. Workbooks are well cared for and demonstrate the pride that most pupils take in their work.
- Adults, likewise, take great pride in providing bright, attractive and stimulating learning environments for their pupils. Displays of pupils' work are a common feature in the classroom, both to highlight the very best and to encourage high standards. For example, in the Year 1 classroom, pupils' artwork and writing about a book that the pupils had been reading were attractively combined into a 'Little Rabbit Foo Foo' display.
- Leaders have ensured that pupils select books from a wide range of high-quality reading materials. Classrooms abound with books. As a result, pupils acquire a love of reading that will serve them well as they move into the next stage of their learning.
- Teachers plan interesting opportunities to encourage pupils to write. In the Reception class, 'The Gruffalo Challenge' has enthralled children. Story characters write letters to pupils and encourage them to write back. For example, a boy remarked to his teacher that a favourite character of his was able to do a backflip. The pupil, asking how he could learn to do a backflip, soon wrote a letter to the character. The following morning there was a response, which he proudly showed to the whole class. This strategy is successfully encouraging reluctant writers to write for a real purpose.
- A range of practical equipment, which develops mathematical understanding, supports mathematics teaching. In Year 1, pupils used small analogue clocks to read, record and tell the time. They then worked with the teacher to change these times into a digital record.
- Teaching assistants and other adults make a very good contribution to pupils' learning. Some teaching assistants are bi-lingual and use their language skills to support those pupils who speak very little English, by translating what the teacher has said. This quickly changes to become a mixture of English and the home language, so that pupils gain confidence and greater proficiency in English.

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

- The behaviour of pupils is good. Pupils demonstrate consistently good attitudes towards their learning. They are excited about coming to school and work well with each other and with adults. Leaders have created a calm and harmonious environment where pupils learn to respect and care for one another and for those who are less fortunate than they are.
- Behaviour in classrooms is good. This is because adults consistently apply the 'traffic light' behaviour system to reward good behaviour and admonish poor behaviour. Incidents of low-level disruption are few because most teaching engages pupils from the start of the lesson.
- Around the school and in the playground, behaviour is good. Year 1 pupils are trusted to walk the short distance to the toilets without supervision. They behave well and return promptly to the classroom. During short play breaks, pupils play harmoniously, share equipment and show respect for one another.
- Lunchtime arrangements are well organised. Pupils eat in their classrooms with their teachers. During this time, pupils demonstrate their good manners, saying 'please' and 'thank you', helping their friends who drop things on the floor and engaging socially with each other. This makes a strong contribution to pupils' social development.
- Pupils have an understanding of bullying which is appropriate to their age. They know that they must speak to an adult if they are concerned for themselves or for a friend.
- The school's work to keep pupils safe and secure is good. Leaders have ensured that, during the extensive programme of building works, pupils are in a safe environment that is free from the risk of any harm. The school's security staff go about their work in a discrete manner. They make a strong contribution to ensuring that pupils learn in a safe environment.
- Pupils say that they feel safe at school. They are taught about risk and how to manage it. Pupils' understanding of how to keep safe when using computers is outstanding. For example,

Reception children sing the 'Hector Protector' song to remind themselves that if they feel uncomfortable when using the internet they are to tell an adult.

- Most parents who responded to the survey and who spoke to the inspector believe that this is a safe and caring school, which promotes good standards of behaviour.
- Attendance at school is below average. Although the school has robust procedures for following up on pupils who do not attend school each day, a small number of pupils do not attend regularly enough.

## **The leadership and management are good**

- The acting headteacher has seamlessly taken the reins of the school during the headteacher's absence and ensured that pupils continue to receive a good standard of education. Parents appreciate her high profile in the playground each morning as she greets them and their children, individually. She meets informally with teachers, every day, to talk about their lessons and then more formally on a weekly basis to discuss pupils' progress.
- The school's small size means that there are few teachers with additional responsibilities. This will change as the school grows. The acting headteacher holds additional leadership responsibilities, such as those of the English and mathematics subject leaders. Other leaders have received appropriate training to ensure that they are able to carry out their duties confidently and skilfully.
- Senior leaders plan carefully their evaluation of the quality of teaching and learning. A regular cycle of classroom observations and scrutinising pupils' work enables them to make clear judgements about the performance of staff. Performance management and appraisal systems are robust. Plans ensure that any weaknesses in teaching are addressed through support and training and are reviewed regularly.
- The school has not received any additional sports funding, as pupils were below the age for which it was made available. Leaders anticipate that funding will be received in the next round and are making plans to ensure that it is used appropriately.
- The curriculum is broad and balanced and enhanced by a wide range of visits and visitors. Literacy and mathematics skills are well promoted through science, technology and history. All pupils take part in Forest School sessions in the local park. This helps to develop their understanding of the natural world and links to another of the school's five guiding principles: 'Environmental Preservation'.
- Pupils can choose from a small number of extra-curricular activities. Leaders plan to increase the number available as the school grows and as more of the site is made available to them.
- Pupils' spiritual, moral, social and cultural development is exceptionally well planned for and promoted.
- **The governance of the school:**
  - The governing body is very well informed about the school and committed to helping it improve. Governors are regular visitors to the school in both a supporting and a monitoring capacity. They have a good understanding of how well pupils are doing. As a result, they know the right questions to ask in order to challenge leaders. Their understanding is strengthened further by the receipt of regular reports about the quality of teaching and a range of data about pupils' performance. They understand and are involved in the management of staff performance. They have the last say in any increase in a teacher's salary, which is closely linked to how well pupils achieve. They take their responsibilities for the safety of pupils very seriously. All governors have undertaken safeguarding training. They ensure that their statutory safeguarding duties are met and that they carefully monitor and account for the use of the school's financial resources.

## 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>	138272
<b>Local authority</b>	Barnet
<b>Inspection number</b>	425455

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>	Free School
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Vaughan
<b>Headteacher</b>	Dr Zoe Dunn
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0208 209 1805
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