

Golders Hill School

666 Finchley Road, Golders Green, London, NW11 7NT

Inspection dates	7–9 May 2014	
Overall effectiveness	Good	2
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

This is a good school.

- Pupils' make good progress in both English and mathematics. Children in the Early Years Foundation Stage progress well and are skilfully prepared for the next stage of their education.
- Teaching is good with some that is outstanding. Teachers have good subject knowledge and use well-chosen activities to enable pupils to make good progress.
- The school provides an excellent programme of after-school activities to promote pupils' all-round development.
- Pupils' behaviour and safety are good and the school provides a caring environment by deploying a high number of staff in each year group.
- The headteacher and senior management team are highly committed to the school. As a result of their management of staff and resources, the standard of teaching and pupils' achievement are good.

It is not yet an outstanding school because:

- There is not enough outstanding teaching in the school. Although teachers usually provide feedback to pupils on how to improve further in their learning, it is not a consistent practice across the school.
- The progress of pupils in mathematics is not as fast as in English.
- Leaders and managers have not fully analysed information on how well pupils are doing to get a complete picture of pupils' progress over time.
- The school's system for checking how well it is doing does not fully evaluate the impact of actions on all different areas of its work.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with one day's notice. The inspectors observed 14 part lessons taught by 10 teachers.
- Inspectors looked at pupils' work and held meetings with the headteacher, senior leaders, staff and pupils.
- Inspectors scrutinised a range of the school's documentation, including subject planning, policies, procedures and assessment records. Inspectors also examined pupils' work and listened to them reading.
- Parents' and carers' views were obtained from Ofsted's online questionnaire, Parent View, and through personal meetings with the parents and carers. Additional information was gathered through staff questionnaires and discussions with the pupils.

Inspection team

Lubna Aziz, Lead inspector

Additional Inspector

Howard Dodd

Additional Inspector

Full report

Information about this school

- Golders Hill School is an independent non-selective day school for pupils aged from two to seven years of age. The school is located on two sites in Golders Green, Barnet. It was set up in 1908. There is a sole proprietor.
- The school is registered for up to 220 pupils. Currently, there are 170 pupils on roll, 109 of whom attend part time. There are no pupils with a statement of special educational needs. The school provides two pupils with extra support to meet their individual needs.
- Pupils are mainly from the Jewish community. There are few pupils with English as an additional language. The majority of the pupils live locally.
- The school aims to provide 'sensitive consideration to a multi-ethnic mix of children and a warm, caring environment through play and, when the child is ready, through formal work'.
- The school uses a local sports centre as an off-site provision for physical education.
- The school had its last full inspection in October 2006 and light touch inspection in March 2009.

What does the school need to do to improve further?

- Improve the quality of teaching so that the majority is outstanding and accelerate pupils' progress by:
 - ensuring pupils' progress is as fast in mathematics as in English
 - making sure all teachers provide effective feedback to pupils on how to improve further.
- Further improve the quality of leadership and management by:
 - developing a better analysis of information on how well pupils are doing to get a full view of pupils' progress over time
 - ensuring the school's system for checking how well it is doing fully evaluates the impact of actions on different areas of its work.

Inspection judgements

Achievement of pupils

Good

- Children enter the Early Years Foundation Stage with skills that are above the levels typically expected for their age in most areas of learning, especially in reading, writing and mathematics. They make good progress from their different starting points because activities are well planned and varied. There is high ratio of adult-to-child to support learning. In 2013, most children reached a good level of development by the end of the Early Years Foundation Stage.
- This good progress continues in Key Stage 1 due to good teaching and the effective curriculum offered by the school. Pupils leave Year 2 with standards that are well above average in English and mathematics, although progress in mathematics is not fast as in English.
- Sounds that letters make (phonics) are taught effectively. Each pupil's needs are well catered for. Teachers use well-chosen methods to explore the sounding of letters and adult support effectively in the class. By the time pupils leave at the end of Year 2, they are competent, confident readers who enjoy books and can explain clearly what they do to tackle new words.
- Pupils make good progress in developing writing and mathematical skills because there are plenty of chances to apply skills across a range of subjects. These well-developed skills will stand them in good use as they move on to next stage of their education. In 2013, all pupils were able to attend primary schools of their choice.
- Those few pupils who receive extra support make good progress because adults are well trained to meet their particular needs. The school works well with outside agencies, such as the local authority, to ensure any specialist help is available.
- More-able pupils achieve well because they are suitably challenged which ensures they make equally good progress as other groups.
- Pupils from different backgrounds, including those with English as an additional language, make equally good progress because the school is committed to promoting equal opportunities and to eliminate any discrimination.

Quality of teaching

Good

- The quality of teaching is consistently good and some is outstanding. Teachers have good subject knowledge and plan their lessons well, for example, by taking account of the needs of more- and less-able pupils. They provide suitable activities to enable pupils to develop their English and mathematical skills.
- Teachers and other adults focus on children's language development from the early stages of their development. They communicate with children clearly and develop good speaking and listening skills. In a pre-nursery class, children are also learning to speak French due to the presence of bilingual teaching staff.
- Adults use questioning well to extend both learning and language development through play. As a result, children make good progress in the Early Years Foundation Stage and are prepared well for Year 1.
- Pupils are actively involved in their learning and sustain their interest in what they are set to do. For example, in a mathematics session in Year 2, pupils worked hard with real concentration in improving their skills in mathematics by finding out areas using cubes. They were well supported by adults. As a result, pupils make good progress and gain new knowledge.
- When learning is very effective, teachers provide challenging activities and targeted support where needed. Time is used efficiently and teachers check pupils' understanding to ensure excellent learning is taking place. Teachers make good use of resources such as textbooks and modern technology to enhance pupils' learning. Teaching assistants are well deployed across the school and their work has a positive impact on pupils' learning.
- Literacy is taught across different subjects. As a result, pupils make good progress in their

reading, writing and speaking skills. Pupils speak confidently and have high self-esteem.

- Pupils' work is assessed regularly. There is a good system intended to provide feedback to all pupils. However, this practice is not evident across all areas of the school and pupils are not always provided with the feedback required so they know how to improve further in their learning. Consequently pupils do not always make as rapid progress in mathematics as they do in English.
- Both the school's outdoor play area and a local sports centre are used well for physical education activities. As a result, pupils enjoy the activities and are encouraged to lead a healthy lifestyle.

Behaviour and safety of pupils

Good

- Pupils' behaviour is good. There is a high adult-to-pupil ratio in all year groups including the Early Years Foundation Stage and pupils are well cared for and supervised. The large majority of staff members have been trained in first aid including paediatric first aid. All safeguarding policies and procedures are in place and implemented and pupils are kept safe.
- Pupils have good attitudes to learning and work well in pairs and groups as well as on their own. As a result, they make good progress. They are quick to respond to a teacher's instructions and actively take part in learning. A typical example was when a visitor came to teach the children how to draw and paint their ceramic plates.
- Parents, carers staff and pupils express a high level of satisfaction with the school. Pupils understand the reason why they are coming to school. One pupil echoed the feelings of many others when he commented, 'I like school as teachers help me to be a clever person.'
- Pupils behave well in class and around the school. They are confident individuals who do not hesitate to speak to the visitors. Pupils are punctual to school and attendance is good.
- Pupils report they feel safe in school and there are no instances of bullying. They have a good awareness of how to deal with any bullying should it occur. Staff deal with any low-level behavioural issues swiftly and support is well planned through the use of individual education plans for those with behavioural needs.
- Staff help pupils to learn about different cultures and religions. Discussions with pupils revealed they have good understanding of different traditions and ways of life. Pupils visited the Golders Green area to undertake research about their local community.

Leadership and management

Good

- The leadership and management of the school are good including in the Early Years Foundation Stage. As a result, achievement, teaching and behaviour and safety are all good.
- The headteacher and the senior management team have high expectations of staff and pupils. As a result of good checks made and the setting of targets, teaching is at least good including in Early Years Foundation Stage. Staff attend training sessions arranged by the school. However, a few staff questionnaires revealed that they would appreciate more training opportunities.
- The school regularly checks on the progress of all pupils. However, a minority of senior leaders do not always analyse the results obtained to gain a better insight into pupils' progress over time. The school's system for checking how well it is doing does not fully evaluate the impact of actions on all different areas of its work.
- The headteacher and middle leaders ensure pupils' literacy skills are developed well. As a result, pupils' reading attainment is above average. There are more chances for pupils to improve their literacy skills such as through drama club.
- Middle leaders such as the subject and special educational needs coordinators organise their work well and ensure pupils' academic and other needs are met so they can make good progress.
- The school has developed subject planning which ensures pupils are happy, enjoy activities and

learn well. Subject planning is broad and balanced and covers all the required areas of learning. In addition, the school provides an outstanding range of after-school activities such as chess and Xen-Do kick boxing.

- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils visit places of interest such as the Roald Dahl Museum. Pupils know how to keep themselves safe from bullying and about internet safety. They learn to think about right and wrong through regular assemblies and work in religious studies.
- There is a strong partnership with parents and carers. They volunteer to come to school to further extend pupils' knowledge in different subjects such as science.
- The school has good policies and procedures in place to promote the welfare, health and safety of its pupils. All health and safety risk assessments are carried out including fire.
- The proprietor, headteacher and senior management team make a strong contribution to the quality of education the school provides. They know how well the school is performing against the school's aims and objectives and pays close attention to information about assessment and pupils' performance. The proprietor holds the headteacher to account for the school's performance and the management of its finances, which are sound. The headteacher keeps him well informed about the quality of teaching and makes sure that the system for staff appraisal is robust and linked closely to pay for teachers and senior leaders. Any weaknesses in teaching are addressed. The proprietor, headteacher and senior management team ensure that safeguarding arrangements meet statutory requirements.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	101377
Inspection number	443490
DfE registration number	302/6063
Type of school	Pre-preparatory day school
School status	Independent
Age range of pupils	2–7
Gender of pupils	Mixed
Number of pupils on the school roll	170
Number of part time pupils	109
Proprietor	Eikoku Maeda Gakuen Limited
Headteacher	Amanda Eglash
Date of previous school inspection	October 2009
Annual fees (day pupils)	£8,910 part time, £12,075 full time
Telephone number	020 8455 2589
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