

# Menorah Foundation School

Abbots Road, Burnt Oak, Edgware, Middlesex, HA8 0QS

**Inspection dates** 14–15 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and managers at all levels, ably supported by a highly effective governing body, have overseen swift and decisive improvements to teaching and learning, achievement and behaviour and safety.
- The headteacher has built an exceptionally effective leadership team since the previous inspection.
- Pupils achieve well because teachers have high expectations and plan activities that excite and motivate them to want to learn.
- By the end of Year 6, pupils make good progress to reach standards that are often well above average in reading, writing and mathematics.
- The quality of teaching has improved and is now consistently good. Teachers are extremely receptive to the highly effective training and support that leaders provide.
- Relationships across the school are very strong. This supports the outstanding behaviour of pupils and ensures they feel exceptionally safe.
- Pupils of all ages have outstanding attitudes to learning. They take pride in their work and their school.
- Parents are overwhelmingly positive about the school. They really appreciate how staff go to great lengths to make sure their children do well academically and socially.
- Pupils' spiritual, moral, social and cultural development is exceptionally well promoted. There is a strong focus on British values and pupils fully understand the democratic process.
- Governance is highly effective. Governors support senior leaders exceptionally well in making the right decisions. All actions are focused on improving outcomes for pupils.
- Disadvantaged pupils achieve exceptionally well in school, often outperforming other pupils.
- Early years provision is good. Children get a good start to their education and are well prepared to join Year 1.

### It is not yet an outstanding school because

- The guidance pupils are given on how to improve their work is not as effective in mathematics as it is in English.
- In early years, staff do not always make sure that children have opportunities to practise the skills they need to meet their goals.

## Information about this inspection

- Inspectors observed 18 lessons, 11 of which were conducted jointly with senior leaders. These included mathematics, writing and phonics (letter patterns and the sounds they represent).
- As well as looking at the work pupils were completing in class, inspectors also scrutinised work completed over time in pupils' books.
- The inspection team attended an assembly, listened to pupils reading and held meetings with pupils, staff, a representative from the local authority and the Chair of Governors and several other members of the governing body.
- Inspectors took account of the 117 responses to the online Parent View survey as well as correspondence from and discussions with parents during the course of the inspection. They also considered the views expressed in the 26 questionnaires returned by staff.
- The inspection team looked at a range of documents, including those relating to safeguarding and child protection, logs of behaviour incidents, attendance figures, the school's self-evaluation, development planning and checks on the quality of teaching as well as information about pupils' academic performance.

## Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Michael Sutherland-Harper

Additional inspector

KT Khan

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals and children looked after by the local authority) is much lower than average. There were very few in Year 6 last year.
- The proportion of disabled pupils and those who have special educational needs is slightly below average.
- Most pupils are White British. Far fewer pupils are from minority ethnic groups than is the case nationally.
- A very small proportion of pupils speak English as an additional language. A few of these pupils are at the early stages of learning English.
- Early years provision comprises two Nursery classes and two Reception classes, all of which children attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There has been a significant turnover of staff since the previous inspection, including a new headteacher and a new deputy headteacher. The school also has a new Chair of Governors.
- The school is currently undergoing extensive building work as it continues its expansion from having one class in each year group to two.

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

- Further improve teaching so that it is outstanding by ensuring that:
  - pupils are given equally effective guidance in mathematics as they are in English
  - children in the early years are given enough opportunities to engage in activities that will support them in meeting their goals.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher has built a highly effective team. Leaders at all levels contribute significantly to improving teaching and pupils' achievement. They lead by example and have set a culture of high aspirations for all their pupils where good teaching and outstanding behaviour are the norm. Systems are efficient and the school runs very smoothly.
- Subject leaders are equally effective. They check standards and progress in the areas for which they are responsible. They provide colleagues with incisive development points which help them to improve their practice.
- The arrangements for managing teachers' performance are thorough and robust. Teachers' targets reflect the school's high aspirations and link to actions in development plans. Leaders check that teachers are on track to meet their targets and provide support where necessary. Training needs are met in a range of ways, including courses, specialists coming into school and through links with local schools.
- Safeguarding is highly effective. Governors and leaders ensure statutory requirements are fully met, and often exceeded, so that procedures for keeping pupils safe are exceptionally robust.
- Leaders have developed a full, rounded and stimulating curriculum. There are strong links across subjects, including between the National Curriculum and Jewish studies. For example, when pupils were studying the story of Noah, they wrote newspaper accounts about the event in English lessons and used it as a basis for calculations in mathematics. These links ensure that pupils have plenty of opportunity to practise key skills throughout the day.
- There is an exceptionally good focus on British values, such as the tolerance and respect shown to people from all backgrounds. Pupils came up with some incredibly insightful ideas when responding to a competition to design something for the fourth plinth in Trafalgar Square. One pupil wanted a cup of tea and a biscuit because tea is 'a model of multiculturalism' as the tea is from China, the sugar from the Caribbean and the pottery from England. Leaders have drawn parallels between key religious teachings and fundamental British values, and shown where religious and civic duties overlap. The school council is truly democratic. Potential councillors have to persuade their voters that they will represent their interests and are expected to deliver their manifesto. In this way, pupils are very well prepared for life in modern Britain.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. The curriculum ensures pupils learn about different people, places, lifestyles and faiths. This is well supplemented through a range of trips, judiciously chosen visitors and strong links with other schools. Books are carefully chosen to have a moral message or a particular perspective that gives deep insights into lives different to those of the school community.
- Equality of opportunity is a founding value of the school. Leaders continue to adhere to that value in the way they painstakingly ensure that pupils from all groups and backgrounds have an equal chance of doing well. Because of the strong focus on British values, and the ethical code by which pupils and their families live, discrimination is not tolerated in any form.
- Relationships within the school are very positive. All members of the school community treat each other with courtesy and respect. There is an aura of mutual trust which infuses all aspects of school life, leading to pupils feeling exceptionally safe.
- Leaders make judicious use of the pupil premium. The few pupils for whom the school receives the funding do extremely well.
- The school has used the primary physical education and sport premium to revolutionise what is on offer for pupils. The quality of teaching of physical education has improved dramatically following specialised training for staff, which considerably improved their confidence as well as their practice. Far more pupils now participate in a wider range of sports, including in local competitions and tournaments. Sports day this year was held at a local professional rugby club's stadium, which made pupils even more excited about taking part.
- The local authority has kept a close eye on the school since the previous inspection and provided a range of effective support, especially in the early years. Local authority officers agree that the school is now good and have therefore decreased their level of involvement as appropriate.
- **The governance of the school:**
  - Governance is highly effective. Governors have supported the headteacher in making some difficult decisions necessary for bringing about rapid improvement. They have a good understanding of the school's context. They use a range of performance information to ensure they know how the school

compares to others nationally and to make sure pupils are doing well. The visits governors make to school are carefully synchronised to align with the school diary. In this way, the governor linked to a specific subject or area can visit when the member of staff responsible for that area is due to carry out checks. Governors are fully aware of how teachers' performance is managed. They know that teachers need to meet their targets to receive a pay rise. They are aware of the procedures for teachers whose practice gives rise to concerns. The governing body is keen to reward outstanding performance and promoted several staff this year on that principle. Governors both challenge school leaders to make sure standards rise but also provide valuable support with the demanding process of rapid improvement. By managing key elements of the building project, governors freed up senior leaders to concentrate on improving teaching and learning successfully.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils are exceptionally courteous and respectful of each other, staff, visitors and school property.
- Parents, staff and pupils are overwhelmingly positive about behaviour. Inspectors saw exemplary behaviour during the course of the inspection, which staff and pupils assured them was typical. The school's well-kept logs support their assertion.
- Pupils always have any equipment or resources they need for lessons ready. Routines are well established in all classes because teachers are highly organised. Pupils are therefore absolutely clear about what is required of them and follow instructions without delay so that they can make the most of learning time.
- The level of engagement and motivation in lessons is palpable. Pupils, from the very youngest, are absorbed in their work or listening intently to their teachers. They have extremely positive attitudes to learning and can explain what they are doing in detail as well as why they find it so interesting.
- Relationships between pupils and adults as well as among pupils are harmonious and therefore highly conducive to learning. Pupils collaborate extremely effectively when working together. They understand how important it is for their future to develop a positive work ethic and strong social skills.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Policies and procedures are exceptionally robust. Staff undertake thorough risk assessments, for example when taking pupils on a trip or for lessons involving potentially hazardous equipment. The older pupils in the school were seen using glue guns and saws remarkably sensibly.
- Pupils fully understand what bullying means and assured inspectors that they would always intervene to stop it were it to occur. However, they were emphatic that there is no bullying in school because everyone is committed to the school's ethos and so would never do such a thing.
- Parents agree overwhelmingly that their children feel safe. Pupils confirm this and can explain what it is that makes them feel so safe. A recurring comment is that they know adults will always listen to them and look after them.
- Leaders ensure that pupils learn how to stay safe in a range of contexts. Pupils have made high quality leaflets on road safety, including how to park safely near the school, and these are on display prominently in the foyer. There are ample assemblies and lessons on bullying. Online safety is regularly highlighted. Consequently, pupils have a very strong understanding of these issues.

## **The quality of teaching** is good

- Teaching is now consistently good. Leaders are ambitious and determined not to stop at this. Pupils are making increasingly rapid progress as further improvements take hold.
- There is a strong focus on vocabulary. Pupils are keen to use adventurous words and teachers encourage them to find the best ones they can, especially when they are writing. For example, in a lesson based on writing a letter of advice to a book character, the teacher constantly challenged pupils by asking them to find better alternatives to words such as 'and', 'but' and 'bad'. The impact on their writing was clear, with words such as 'melancholy' and 'perilous' being used accurately and in context.
- Pupils are confident readers. They leave Key Stage 1 with strong phonics skills. The school has invested in a huge amount of high quality texts, which has further developed pupils' love of reading. There are many opportunities to link reading to writing so pupils understand how developing skills in one can support the

other.

- Both teachers and teaching assistants interact highly effectively with pupils during lessons to develop their understanding and address any misconceptions. Adults' explanations are always clear and they choose questions carefully to make pupils think.
- Pupils are confident with using a range of technology because it is so well incorporated into lessons. For example, in a project based on a special Jewish festival for trees, pupils made intricate designs linking words and symbols using very sophisticated software.
- Pupils say the reason they love learning is because it is fun. They were totally immersed in an algebra lesson because the teacher presented it as if it were a magic show. They were therefore eager to develop 'magic' formulas of their own and the mathematics they engaged in really stretched them.
- There have been many positive changes to the way teachers give pupils guidance. There is a thorough marking policy in place and leaders make sure that all staff adhere to it by checking books regularly. In writing, pupils know exactly what they are doing well and what they need to improve upon. They respond to teachers' comments and make rapid progress. While staff are starting to apply the same principles in mathematics, this is not yet as effective as it is in English and so progress is less rapid for some pupils.

### The achievement of pupils

is good

- Pupils achieve well. The rate of progress across Key Stage 2 has risen dramatically since the previous inspection and pupils are making increasingly rapid progress in lessons. School figures suggest that all pupils in Year 2 and Year 6 will make at least expected progress across their respective key stages this year. This is a much higher proportion than average.
- As a result of this increased rate of progress, standards are often well above average in reading, writing and mathematics, and are set to rise further this year, especially at the higher levels.
- Disabled pupils and those who have special educational needs achieve well because teachers plan carefully to meet their needs. The quality of support they receive from teaching assistants is another important contributory factor in their success.
- Pupils from various groups, including different ethnic groups, make good progress because leaders meet teachers regularly to check on how individual pupils are doing. They then plan specifically to meet the needs of any pupils in danger of falling behind. These checks are highly effective. For example, they ensure that disadvantaged pupils often do much better than other pupils in school and nationally. In 2014, there were too few disadvantaged pupils in Year 6 to comment on their achievement without identifying them.
- Pupils who speak English as an additional language make equally good progress as the others. The strong focus on vocabulary supports their acquisition of English. Those at the very early stages of learning English are well supported by teaching assistants.
- The most able do particularly well because teachers have high expectations. They plan activities that really stretch and challenge pupils, and make them think. This enables these pupils to reach the higher levels of attainment of which they are capable.

### The early years provision

is good

- Children get off to a very good start. They make good progress across the early years provision and are therefore well prepared to join Year 1.
- Behaviour in early years is exemplary. Children show exceptionally high levels of interest and motivation. They are confident using the range of resources on offer so choose activities that sustain their attention. They play well together and are polite and considerate. Routines are very well established and children follow instructions well so that they make the most of their learning time.
- Teaching is good. Teachers and teaching assistants interact very well with children, extending their play and introducing new ideas and vocabulary. For example, one group was looking at a book linked to their topic on growing which also covered ideas they could really relate to about being the youngest in the family. These interrelated ideas, and the skilful way the teacher presented them, kept children interested for an extended period of time, using language such as 'biggest' and 'bigger than'.
- Children are kept equally safe in early years as they are in the rest of the school. For example, the children visited the part of the school that is currently a building site wearing high visibility clothing and hard hats to learn how to stay safe around potential hazards.
- Leadership and management of the early years are good. Leaders make careful checks on children's

progress, and provide support and training to ensure their high expectations are met. They have acted upon the advice from the local authority specialist in early years with notable impact on children's outcomes. In particular, the learning environment, both indoors and outdoors, has improved as a result.

- Leaders have secured a high level of involvement from parents. The new online system where parents can comment on their children's interests and abilities has garnered a huge number of responses.
- Early years is not outstanding because staff do not always ensure children are given enough opportunities to practise the skills they need to meet identified goals. For example, there was little evidence of specific counting activities being available for children whose targets were about number. Consequently, targets were not always met and had to be rolled over to the following term.

## 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>	131359
<b>Local authority</b>	Barnet
<b>Inspection number</b>	462188

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>	329
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Pearlman
<b>Headteacher</b>	Caroline Field
<b>Date of previous school inspection</b>	9–10 July 2013
<b>Telephone number</b>	020 8906 9992
<b>Fax number</b>	020 8906 9993
<b>Email address</b>	office@menorahfoundation.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

