

# Rosh Pinah Primary School

Glengall Road, Edgware, London HA8 8TE

**Inspection dates** 28–29 June 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, along with senior leaders and governors, has successfully tackled the weaknesses identified at the previous inspection.
- Teachers have become skilful users of information about pupils' prior learning to plan effective lessons. This has secured good outcomes for all groups of pupils.
- The progress of disadvantaged pupils and those who have special educational needs and/or disabilities has improved. This is because of more effective leadership and better use of funding.
- Children make good progress in the early years and nearly all become proficient in phonics (the sounds that letters make) by the end of Year 1.
- Teachers provide consistently helpful and comprehensible guidance to pupils. They insist that pupils use this to improve their subsequent work.
- The good curriculum enables pupils to learn about themes and topics in depth and broaden their interests.
- Pupils' spiritual, moral, social and cultural education is very well provided for. Pupils develop an appreciation of the way others live, while deepening their understanding of their own religion.
- Pupils behave with respect for one another and cooperate maturely in lessons. Pupils' attendance has continued to improve and is now good.
- Governors have been tenacious and courageous in their work. They have skilfully supported and challenged school leaders to ensure rapid improvements have been secured.

### It is not yet an outstanding school because

- Some middle leaders do not use assessment information extensively enough to evaluate standards in the subjects they lead and to identify priorities for improvement.
- Not as many of the most able pupils reach the highest levels of attainment in writing as do in reading and mathematics.

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Refine further the skills of middle leaders, so that they use information about pupils' learning very effectively to raise standards in the subjects they lead.
  
- Improve the quality of teaching, learning and assessment further, so that it is outstanding, by:
  - providing even more effective support and guidance to the most able pupils to extend their writing skills
  - ensuring that the links between the development of pupils' skills in reading and writing are established even more effectively.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, senior leaders and governors have worked together to ensure rapid improvements in outcomes for pupils have been made since the last inspection. The previous weaknesses in the quality of teaching have been rectified. A culture of high ambition and rigorous accountability has been restored.
- The headteacher has restructured the senior leadership team so that the impact of action taken in line with plans for improvement can be successfully monitored. She has worked effectively with external partners to identify any weaker aspects of leadership and act immediately to strengthen provision. As a result, senior leaders have a very accurate view of the school's effectiveness. They have provided the necessary training to help teachers improve the quality of lessons. The rigour and regularity with which leaders check on the quality of teaching have enabled improvements to be sustained when changes in staffing have made this particularly challenging.
- Leaders have transformed procedures for assessing pupils' progress since the last inspection. They have taken effective steps to ensure checks on pupils' attainment are accurate, using partnerships with other schools to help validate assessment information. Leaders have also arranged training for teachers, which has helped them make much better use of assessment information to plan and reshape lessons.
- Middle leaders have been given more effective guidance to develop their skills since the last inspection. They are ensuring that the rate of improvement in subjects across the curriculum is gathering pace. However, some subjects have not been led as intensively due to changes in staffing. The use of assessment information to evaluate the success of plans for improvement is best developed in mathematics, English and science.
- The school's plans for improvement have been focused sharply on the areas for improvement identified at the previous inspection. The headteacher has prudently developed her leadership team with these priorities in mind, ensuring that senior leaders are carrying out agreed actions. The management of teachers' performance is closely aligned with the achievement of objectives related to the school improvement plan. This is helping senior leaders and governors to hold teaching staff to account for driving up standards.
- Parents' views are typically very positive about the school's work to promote the social and academic development of pupils. Parents appreciate the wide range of enrichment activities on offer. Many have noticed the improvements made since the last inspection. However, some believe that more could be done to challenge the most able pupils.
- The curriculum covers a broad and balanced range of topics and subjects in a way which ignites pupils' curiosity. Pupils' work and their discussions in lessons demonstrate their thirst for knowledge. Pupils who are ready to delve more deeply into themes are provided with effective guidance and resources to consider more challenging ideas. For example, pupils in Year 5 were considering whether the Viking invasion of Lindisfarne would have been expected or a surprise.
- The school's work to promote pupils' spiritual, moral, social and cultural development is good. Senior leaders ensure that pupils understand the Jewish faith on which the school is founded while also equipping them with the skills and experiences to be curious about the beliefs of others. Representatives of other religions visit the school and a wide range of cultural activities enable pupils to broaden their interests. Pupils are expected to use their abilities and skills generously to support one another. Pupils are able to explain how fundamental British values are reflected in the life of the school and the way they are expected to conduct themselves. This is preparing them very well for their future lives.
- Disadvantaged pupils are making better progress, often exceeding that expected of them, as a result of the effective decisions leaders have made about spending additional funding. Leaders and governors are aware that some of these pupils continue to encounter barriers to learning. However, the very regular review and monitoring of additional support is ensuring gaps between their attainment and that of other pupils continue to close.
- The sports premium funding is spent creatively and effectively. More pupils than previously have decided to participate in sports clubs both in school and in the wider community. They have been inspired by the greater opportunities on offer. Pupils enjoy greater success in competitive sport. For example, girls won a local inter-school swimming competition in 2015.
- The headteacher has worked effectively with the local authority to identify the actions needed to improve the leadership of provision for pupils who have special educational needs and/or disabilities. An assistant leader has been appointed to further strengthen the checks made on outcomes for these pupils. As a result, rates of pupils' progress are accelerating and the use of additional support is more effective.

- The local authority and Lilac Sky Schools, which offers independent support to the school, have provided important challenge and expertise to school leaders. They have an accurate, well-informed understanding of the school's strengths. They have used this well to help senior leaders sustain the rapid pace of improvement since the last inspection.
- **The governance of the school**
  - The resilience and hard work of governors have enabled them to rise to the significant challenges posed by the findings of the last inspection. They have demonstrated determination and courage in challenging the school community to recognise the benefit of a greater diversity of experiences for pupils. They have used their substantial skills effectively to hold senior leaders closely to account. Very regular meetings are held to discuss the impact of plans for improvement. Governors understand the importance of seeking information from a number of sources and using this to ask probing questions of school leaders. This work has been instrumental in supporting the headteacher in her successful work to secure the necessary improvements to the quality of teaching.
  - Governors also understand the community which the school serves very well. They use this understanding to ensure that procedures to safeguard pupils keep up with current priorities and issues.
  - Governors also evaluate information about the performance of teachers and additional funding effectively. As a result, they make wise decisions about financial priorities and pay awards.
- The arrangements for safeguarding are effective. Senior leaders ensure that members of staff understand and implement the safeguarding policy well. They ensure that training is kept up to date and that an external opinion of current arrangements is sought. Leaders and governors understand the importance of helping pupils build resilience towards, and a broad understanding of, the potential risks to their welfare in the wider community.

## Quality of teaching, learning and assessment is good

- The quality of teaching has improved rapidly since the last inspection and is now good. Teachers now use information about pupils' attainment much more skilfully when planning lessons. They identify when a lesson needs to be reshaped because pupils are either making better progress than expected or are encountering unexpected difficulties.
- Teachers work effectively with support staff to ensure that pupils who have special educational needs and/or disabilities receive sensitive guidance and encouragement. As a result, these pupils are making better progress and have more equality of opportunity to learn in subjects across the curriculum.
- The positive impact of the guidance teachers give pupils can be seen in the next pieces of work that pupils complete. This is consistently the case across classes and subjects. Pupils can explain exactly what they have been advised to focus on as the next step in their learning. Work seen in books also demonstrates that all teachers expect pupils to complete their work to a high standard and on time.
- Teachers plan effective lessons to enable pupils of all abilities to develop their writing skills. They use good subject knowledge of grammar and the features of different genres to help pupils improve the content and structure of their writing. Pupils are expected to write at length in a wide range of genres and in other subjects. As a result, pupils are making better progress. However, leaders are aware that a priority is the further development of teachers' use of literature to help a higher proportion of the most able reach the higher levels of attainment.
- Teachers provide detailed, challenging advice to help pupils apply their basic skills to other subjects and to develop skills specific to particular subjects. For example, after a Year 4 science lesson seen by inspectors, the most able pupils were challenged to identify which of their results might have been the result of less accurate measurement.
- Pupils make rapid progress in acquiring basic skills in reading because of the very skilful teaching of phonics. This very good start allows them to develop a passion for reading at an early age. The rich and diverse stock of books in classrooms and the vibrant library further promotes the development of reading well. Pupil librarians have detailed job descriptions to define their responsibilities.
- Teachers ensure that mathematics lessons and challenges are chosen to support the progress of pupils, whatever their starting point. Pupils who have difficulty with language are given extra support to become familiar with mathematical vocabulary. Teachers have become more skilled at picking up when the most able pupils are finding work easy and are ready to deepen their thinking or apply their skills more broadly.
- Teachers understand the priority school leaders have placed on improving outcomes for the most able

pupils. This ambition is evident in work across a wide range of subjects. For example, plans are in place for the most able pupils to progress to more advanced uses of computer coding. Pupils have worked with other local schools to rewrite parts of the school prospectus.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. A hallmark of the school is the consistently high level of skill pupils demonstrate when collaborating in lessons. They enjoy close working relationships and demonstrate high levels of mutual respect.
- Teachers promote the well-being of pupils effectively by ensuring time is given to reflect on challenges and concerns. Senior leaders have made sure that pupils receive specialist advice on matters which may affect their safety both in and out of school. Parents also receive advice and support to help continue this work outside of school. For example, they have received guidance on helping their children use the internet safely.
- Pupils benefit from the opportunity to learn how their faith and beliefs co-exist with those of others. Leaders and governors have placed a deliberate priority on this aspect of pupils' personal development. A diverse range of clubs and activities allows pupils to pursue personal interests or learn new skills. Origami and chess are among a range of activities on offer.
- There are many ways in which pupils are able to contribute to the school and wider community. Fundraising for charity is a regular occurrence and there is a wide range of roles available for pupils to apply for as they grow more mature. However, opportunities for the most able older pupils could be developed even further.
- Pupils say that they feel confident about how to find support and help. They are very clear about how teachers help them to learn how to recognise and respond to different risks.
- Many of the themes and topics used in the curriculum enable pupils to develop a moral viewpoint or help them challenge stereotypes and misconceptions. As a result, many pupils are capable of explaining their views eloquently and persuasively, both verbally and in writing.

### Behaviour

- The behaviour of pupils is good. Their conduct around school is polite and friendly. Pupils play safely and with consideration when outside.
- In lessons, very positive attitudes to learning prevail. However, pupils say a small number of pupils occasionally interrupt learning when they do not do their best to regulate their own behaviour.
- The records kept by leaders indicate that bullying and other forms of discriminatory behaviour are very rare. Pupils, and most parents who responded, agree that this is the case. Pupils are aware of how to stay safe from bullying and the different ways in which bullying might occur.
- The deputy headteacher responsible for leading on behaviour has ensured that the policy has been reviewed as improvements in other areas have been made. As a result, sanctions and rewards are used consistently and appropriately to improve behaviour.
- Improvements in attendance and a reduction in persistent absence emerging in 2015 have been sustained into the current school year. Attendance is in line with the national average. This is because leaders work closely with parents who do not ensure their children attend well.

## Outcomes for pupils are good

- Pupils are well prepared for the next stage of their education at the end of each key stage. By the end of Year 6, the proportion of pupils attaining at and above the expected levels for their age is higher than seen nationally. Boys and girls do equally well.
- Leaders are aware that the progress of pupils through key stage 2 in writing has been less rapid than in other subjects. The school's information about progress in the current school year demonstrates that a larger proportion of pupils who began the key stage with high attainment have made the progress expected of them. This is the result of improvements in the quality of teaching.
- Nearly every pupil reaches the expected standard in the phonics screening check at the end of Year 1. A

much higher proportion of pupils reach the end of key stage 1 attaining expected and higher levels than seen nationally. However, leaders realise they must continue to focus on ensuring more pupils attain the highest level in writing as well as in reading and mathematics.

- The attainment of disadvantaged pupils in the school was similar to that of other pupils nationally in reading, writing and mathematics in 2015, though they did not attain quite as well as others in the school. Leaders have been successful in ensuring a greater proportion of these pupils are making better than expected progress in the current school year. As a result, in-school gaps are closing.
- Pupils who have special educational needs and/or disabilities now make similar progress to their peers overall, though this varies somewhat from class to class. Leaders are tracking the progress of individuals rigorously and refining support given so that, where gaps remain in rates of progress, these are closing.
- Pupils' work sampled on inspection shows that teachers are successful in helping pupils make good progress in skills specific to subjects across the curriculum. For example, work in science books shows how pupils make rapid progress from recording observations to identifying patterns in measurements from scientific investigations. Similarly, pupils make the transition from writing about the features of a historical period to reflecting on the reasons behind historical events.

## Early years provision

**is good**

- The proportion of children attaining a good level of development by the end of the Reception Year has continued to increase so that this is now above the national average. The number of children exceeding a good level of development in all areas of learning has also increased in the current school year. This represents good progress from the starting points of children which are broadly typical for their age on arrival in the setting. Children leave the early years well prepared for learning in Year 1.
- The early years leader has created a skilful and reflective teaching team. The staff choose and arrange resources in the indoor and outdoor settings in a way which appeals to the interests of children. They use questions and discussion to help children make the most of the activities on offer. Regular observations of the work of teachers by the early years leader helps them refine their skills further and to reflect regularly on the impact of their work. As a result, a culture of continual improvement pervades the early years setting.
- Teachers recognised that activities to develop early writing skills needed to engage boys more and have taken steps to refine activities on offer. As a result, boys in the current year have made better progress and the gap between their attainment and that of girls has narrowed. Pupils who require more extensive personal support and those more able to move on to challenging work are quickly identified and well catered for.
- Members of staff in the early years keep a close eye on the safety and welfare of children. They expect children to consider one another's feelings and respect the views of others. Adults model these expectations very well for children. Safeguarding is effective in the early years.

## School details

<b>Unique reference number</b>	101340
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10011684

This inspection 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>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Rotenberg
<b>Headteacher</b>	Angela Gartland
<b>Telephone number</b>	020 8958 8599
<b>Website</b>	<a href="http://www.rpps.org.uk">www.rpps.org.uk</a>
<b>Email address</b>	<a href="mailto:admin@rpps.org.uk">admin@rpps.org.uk</a>
<b>Date of previous inspection</b>	28–29 January 2015

## Information about this school

- Rosh Pinah Primary School is well above average in size compared to other primary schools nationally.
- It is a voluntary-aided school of an Orthodox Jewish religious character.
- Nearly all pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is much lower than the national average. The pupil premium is additional government funding which is provided for pupils who are known to be eligible for free school meals.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The 60-place Nursery admits children on a full-time basis. Children also attend the Reception classes full time.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school's website meets the statutory requirements for provision of information.
- Since the last inspection, governors have continued to engage Lilac Sky Schools to provide external leadership and school improvement support.

## Information about this inspection

- Inspectors carried out observations in 25 lessons. Many of these were conducted jointly with senior leaders. A scrutiny of pupils' writing was conducted with one of the deputy headteachers. Inspectors heard a number of pupils read.
- Meetings were held with senior leaders, middle leaders responsible for different aspects of school provision and representatives of the governing body. Meetings were also held with the executive headteacher of Lilac Sky Schools, who offers leadership support for school leaders, and an officer from the local authority.
- Inspectors considered 145 responses from parents to the online Parent View survey along with 111 written responses received during the inspection. Inspectors also met with a number of parents informally at the beginning of the second day of the inspection.
- Inspectors also took into account 26 responses to the staff questionnaire.
- Inspectors met with two groups of pupils to consider their views about the school.
- A range of documents were scrutinised, including those related to safeguarding, monitoring teaching, performance management and pupils' progress. Records relating to the behaviour and attendance of pupils were also inspected along with the school's written plans for improvement.

## Inspection team

Andrew Wright, lead inspector

Sara Morgan

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Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

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