

Bury and Whitefield Jewish Primary School

Inspection report

Unique Reference Number	105352
Local Authority	Bury
Inspection number	287206
Inspection date	27 March 2007
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	173
School	
Appropriate authority	The governing body
Chair	Rabbi Jaffe
Headteacher	Miss C Potter
Date of previous school inspection	6 November 2001
School address	Parr Lane Bury Lancashire BL9 8JT
Telephone number	0161 7662888
Fax number	0161 7662888

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Bury and Whitefield Jewish Primary is a smaller than average school serving an area of broadly average social and economic circumstances. All of its pupils are Jewish and nearly all speak English as their mother tongue. Above average numbers of pupils have learning difficulties and/or disabilities although the proportion with statements of special educational need is below average. The proportion of pupils eligible for free school meals is well below average. The school holds the Healthy Schools and Basic Skills Awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school in which pupils make outstanding progress as a result of highly effective and challenging teaching. Their excellent academic progress is matched by their outstanding personal development, which results from the excellent care, guidance and support the school provides. In its own self-evaluation, modesty has led the school to describe all the aspects of its work as good because it mistakenly believes only perfection can be classed as outstanding. Parents are unanimous in their support for the school and praise the standard of education it provides for their children. Because it promotes very high standards in all aspects of its work, the school offers outstanding value for money.

Children enter the Nursery with levels of attainment which are broadly average or sometimes just above average. The excellent start they make in the Nursery and Reception lays a firm foundation for their future progress. By the end of Years 2 and 6, pupils have made excellent progress and attain well above average standards overall. However, there are considerable fluctuations in standards in English, mathematics and science from one year to the next at the end of Year 6. For example, in 2006, English results rose sharply to exceptionally high levels because the school gave it very high priority. However, because teachers focused attention on this priority, standards in mathematics and science dipped. The school recognizes the need to restore equilibrium.

This is an exceptionally happy school. Smiling faces are everywhere. Underpinning all the school does are strong Jewish values and traditions. These ensure that the pupils' spiritual, moral, social and cultural development is of the highest order. Relationships are strong and respectful. Adults are excellent role models for the pupils and promote the importance of respect and good manners extremely well. Behaviour is exemplary both in class and around the school. Pupils love coming to school. A typical comment was: 'I love it here. The teachers make learning fun.' Pupils really know the importance of being healthy. They appreciate the healthy food at lunchtime and enthuse about their physical education lessons. Older pupils take on responsibilities willingly, for example by helping the children in the Foundation Stage at lunchtimes. As they move up through the school, pupils develop into thoughtful and responsible youngsters ready and eager to take advantage of the next steps in their education. The school provides them with a firm foundation for their future success.

Teaching and learning are outstanding, with teachers consistently expecting the most of pupils and providing them with the means of achieving it. Support staff work very effectively with the pupils who have learning difficulties so that they make very good progress and are included fully in the life of the school. The curriculum makes an outstanding contribution to pupils' achievement by meeting the needs of individual learners exceedingly well. It also offers a wide range of activities, which capture pupils' interest and promote enjoyment. There is a good range of after school enrichment activities. There are frequent educational trips including a much valued and valuable residential to the Lake District for older pupils.

The headteacher is enthusiastic and committed to improvement. She is ably supported by other senior and middle managers. She provides outstanding leadership and is an excellent role model. Teachers work very effectively together. The school has rigorous procedures for evaluating its own effectiveness enabling it to identify clearly what it needs to do to improve further. The school has made very good progress in addressing the issues from the last inspection. It provides

outstanding value for money. Highly effective leadership and management coupled with an unremitting focus on improvement give the school outstanding capacity to improve even further.

What the school should do to improve further

- Iron out the inconsistencies in standards from year to year in the core subjects of English, mathematics and science at the end of Year 6.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. The excellent progress the children make in the Foundation Stage is maintained in Key Stage 1. By the end of Year 2 standards are well above average, although they fluctuate depending on the ability profile of individual pupil groups. Standards at the end of Year 6 are well above average year on year as teaching is consistently challenging and the pupils approach their learning enthusiastically. The school sets very challenging targets which it constantly meets and usually exceeds. In 2006, the proportion of pupils attaining the higher levels was exceptionally high in English and well above average in mathematics. Boys and girls do equally well. Higher attaining pupils and those with learning difficulties and/or disabilities make similar progress to their classmates because teaching caters very effectively for their differing needs.

Personal development and well-being

Grade: 1

Pupils love coming to school as seen in their above average attendance rates. Their social and moral development is excellent. They respect one another and adults. They work and play together harmoniously and sensibly. Pupils' cultural awareness is enhanced by themed weeks such as the recent Chinese week. Pupils develop a real awareness of the value of contributing to their community through the many opportunities they have to take on positions of responsibility such as playing active roles in the Anti Bullying Club. The active school council teaches them the importance of expressing their ideas and opinions constructively. It has brought about improvements to playground equipment and has made lunchtimes more civilized by the provision of tablecloths, napkins and flowers on the tables! Pupils are very health conscious. 'I like the food in school. It's tasty, it's healthy and it's good for me!' summed up pupils' awareness of the importance of healthy living. Pupils' high levels of competence in basic skills and their exceptional levels of self-confidence mean they are very well prepared for future success.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding and has a consistently strong impact on pupils' learning throughout the school. Teachers plan their lessons very effectively to match pupils' individual learning needs and this enables them to make particularly good progress. Without fail, they have high expectations of what pupils can achieve. The work of support staff has a significant impact on pupils' progress, especially for pupils with learning difficulties. Underpinning the success are excellent relationships which promote pupils' positive attitudes and eagerness to learn. 'Our teachers are great. They really want us to do our best and always have time for us if we are

stuck,' said one pupil, reflecting the views of many, identifying how effectively teaching develops personal and social as well as academic skills. Teachers mark pupils work regularly and their comments indicate clearly what the pupils need to do to improve. Increasingly, teachers are involving the pupils in assessing their own work and that of their peers. This has been particularly effective in raising standards in English by making it clearer to them what constitutes effective and successful work in writing, for example.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it meets pupils' needs very precisely. It helps pupils make outstanding progress by stimulating their enjoyment of learning. It concentrates very effectively on developing pupils' acquisition of basic skills in English, mathematics and science, reflecting the national award the school has received. Jewish studies underpin their personal development extremely well. Lessons in personal, social and health education complement the pupils' academic progress and help them develop into responsible and tolerant young citizens. Provision for information and communication technology is good. Pupils are confident users of computers to support their independent research and learning. A good range of enrichment activities is offered and large numbers of pupils participate. These add significantly to the pupils' educational experiences and help them develop into rounded young people.

Care, guidance and support

Grade: 1

Care, guidance and support are at the heart of all the school does. Very effective support is provided for the significant number of pupils with learning difficulties and/or disabilities. This enables them to make particularly good progress. Procedures for safeguarding pupils are firmly in place and reviewed regularly. Very close attention is paid to site safety and security. The relatively small number of pupils in each class means staff know each pupil very well and provide well-tailored individual support for them. Induction arrangements into the Nursery are very effective in helping children settle in quickly. The school does all it can to prepare pupils for their move to secondary education. Pastoral support is complemented by rigorous guidance and support for pupils' academic performance. Teachers set clear targets for improvement and check regularly that pupils are on track to achieve them.

Leadership and management

Grade: 1

The headteacher's commitment to improvement drives the school forward. Data are analysed carefully to inform planning. For example, by systematic analysis of results in English at the end of Year 6, effective and very successful strategies to bring about improvement were introduced. Staff work very effectively as a team and show pride and commitment in their work. Newly qualified and recently appointed teachers speak very highly of the support and guidance they have received. The school improvement plan clearly identifies priorities for action and success criteria are clear and measurable. The school's finances are managed very effectively and deployed to have maximum impact on maintaining outstanding pupil achievement. For example, keeping staffing levels as high as possible are central to the school's financial planning. Procedures for seeking the views of stakeholders are comprehensive and include parent, pupils, staff and governors. The governing body is very supportive and knows how well the school is

doing and where it could do even better. They give freely of their time and hold the school to account effectively.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Bury and Whitefield Jewish Primary School, Bury, BL9 8JT

Thank you for making me so welcome when I came to inspect your school recently. I really enjoyed meeting you and talking to you. What you told me helped me to reach my judgements about your school. Yours is an outstanding school and you clearly play a big part in making it so successful.

Here are some of your school's major strengths:

- You make outstanding progress to reach well above average standards by the time you leave at the end of Year 6.
- You clearly enjoy school very much and are proud of it. You work very hard.
- Your teachers and other staff do outstandingly well in helping you to learn and to gain confidence, as you told me.
- Everyone in your school gets on really well with each other.
- Your teachers and their helpers take very good care of you so that you are safe and secure.
- Your headteacher leads your school outstandingly well and makes sure you all do as well as you can.

You play a very important role in making the school so successful because you have such very positive attitudes to your learning. The only thing I am asking the school to do is to make sure that the standards you reach in English, mathematics and science at the end of Year 6 are consistently high from one year to the next. I'm very confident you'll work with your teachers to make sure this happens.

All the very best for the future.