

Beis Yaakov Primary School

Inspection report

Unique Reference Number	133365
Local Authority	Barnet
Inspection number	364036
Inspection dates	15–16 June 2011
Reporting inspector	Emma Aylesbury

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Girls
Number of pupils on the school roll	491
Appropriate authority	The governing body
Chair	Jonathan Rabson
Headteacher	Helena Cohen
Date of previous school inspection	18 October 2007
School address	373 Edgware Road London NW9 6NQ
Telephone number	02089059590
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Email address	office@beisyaakov.barnet.sch.uk

Age group	3–11
Inspection dates	15–16 June 2011
Inspection number	364036

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3-11
Inspection dates	15-16 June 2011
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited one Year 5 and 6 prayer time and observed 20 lessons taught by 19 teachers. They had meetings with the headteacher, senior leadership team, members of the governing body, staff and groups of pupils. They looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 59 pupils, 18 staff and 143 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of schools' actions to raise attainment at Key Stage 2 and to eliminate any significant variations within groups of learners.
- The effectiveness of the school's use of assessment data in teaching and learning to ensure that all pupils make equal progress, including the more-able and those with special educational needs and/or disabilities.
- The impact of leaders and managers, at all levels, on driving improvements.

Information about the school

Beis Yaakov is a larger than average sized primary school providing education for girls of the Orthodox Jewish faith. The largest group of pupils are of White British heritage. A below average proportion of pupils are from minority ethnic backgrounds, being less than half that found nationally. An average proportion, speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils who have special educational needs and/or disabilities is just above average, the largest group being those with communication and language difficulties. The school has gained the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Its success can be attributed to the excellent leadership of the headteacher, senior leaders and the Early Years Foundation Stage. They, together with all staff, work well together to form a very strong team that ensures that each individual pupil is valued and appreciated. The school's work to tackle discrimination and promote equality is highly effective. Pupils thrive in the school's outstandingly safe and caring environment. The school instills in its pupils a clear sense of Jewish values, self-confidence and a joy of learning. As one pupil commented reflecting the views of many, 'we thoroughly enjoy being at school.' Teaching successfully captures the interests of the pupils and they are proud of their school. They have excellent attitudes to learning and want to do well and as a result, their behaviour is excellent. Pupils achieve well and have an exceptional understanding of healthy living and staying safe. Their mature understanding of spiritual, moral, social and cultural issues is excellent.

By the end of Year 6 pupils' achievement is above average, because staff have very high expectations of them, and as a result, pupils' respond well. For example, pupils are eager to answer questions and try more difficult work. The school uses monitoring information regularly to eradicate any differences in the achievement of groups of pupils. Staff are highly effective in their use of data which is used regularly to assess pupils' needs and provide timely support and interventions.

Pupils' good progress is underpinned by the outstanding curriculum and the excellent level of care provided for all groups of pupils. Overall teaching is good, with some being outstanding. In these lessons, pupils of all abilities are fully involved and challenged. They work with continued attention and want to know more about the topic they are learning. In contrast, where teaching is a little less successful, teachers do not make sufficient use of assessment information to challenge all groups of pupils, with the most-able not always making all the progress they are capable of.

All staff work together very effectively to enhance provision for pupils and to promote community cohesion. The school's self-evaluation of its own performance is perceptive, detailed and accurate. The strengths and areas for development are clearly identified in a detailed school improvement plan. Expectations are high. Members of the governing body set demanding targets for improvement. There is a clear emphasis on creating a culture of continuous improvement, through embracing new ideas to improve the learning experience of all pupils. Since the last inspection, the school has improved teaching, broadened the curriculum and improved attendance to above average levels. The school has an excellent capacity to sustain improvement and fulfil its ambitious vision for the future.

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What does the school need to do to improve further?

- Strengthen the quality of teaching and learning so that in all lessons, it matches the very best by:
 - ensuring all teachers make effective use of assessment information and opportunities to accelerate pupils' progress
 - ensuring detailed marking is regular and accurate, informing pupils of the next steps.

Outcomes for individuals and groups of pupils

1

Pupils are very polite and enjoy school. They cooperate well with each other, are thoughtful and respond enthusiastically to opportunities to take responsibility, such as by becoming prefects. Throughout the school, pupils enjoy their learning and achieve well. For example, in a Year 6 mathematics lesson, pupils made good progress because the teacher checked their prior knowledge of equations and then explained new learning in logical steps. This gave them trust and confidence to attempt the more advanced questions. Similarly, in a Year 1 design and technology lesson, pupils thoroughly enjoyed making a working model of a moving animal. Here they developed their problem-solving skills swiftly because their teacher made very clear what was required to be successful.

By the time they leave Year 6, pupils' attainment is above average. A new intervention programme for teaching numeracy is helping to boost progress in maths, but it is still too early to see the full impact of this exciting initiative. From broadly average starting points, pupils make good progress. Achievement and learning are good for all groups of pupils, including those with special educational needs and/or disabilities as well as those who speak English as an additional language. This is as a result of the one-to-one tuition and because of the highly effective support they receive. Pupils feel extremely safe and the systems to ensure this are firmly embedded in school routines. Relationships between staff and pupils are exemplary and pupils are confident that any concerns will be listened to and acted on. Bullying is rare, but when incidents have occurred the school has been quick to act to resolve them.

In this warm and friendly environment pupils receive memorable experiences and rich opportunities for high quality learning. This can be seen in the vibrant and colourful displays. They are keen to join in celebrations and act as ambassadors for their school. For example, pupils delight in taking part in high quality whole school productions. Pupils know how to behave well, are caring towards each other and know the difference between right and wrong. Pupils enjoy the healthy meals cooked at the school and those who have packed lunches are very clear what to include to maintain a healthy diet. For example, during the inspection pupils were observed eating fruit and participating in lunchtime dance clubs. Pupils take great pride in celebrating the success of others. This was seen during the inspection when the whole school showed their appreciation of the quality of work children in Year 3 had produced in designing their own boxes for a display project. Pupils' well developed social skills, above average attendance and progress in literacy, numeracy and information and communication technology (ICT), prepare them well for the next stage in their school career.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The excellent level of care, guidance and support is enabling all pupils to be fully involved in the life of the school. Support for children whose circumstances may make them vulnerable is highly effective because of the excellent work the school carries out with external agencies. For example, members of the governing body have set aside additional funding for pupils in these circumstances to access. All staff support pupils who need additional guidance very well. The strong links established with parents and carers contribute well to accelerating the rate of pupils' progress.

In lessons, the large majority of teaching secures good progress. Teachers are extremely well organised and use their excellent subject knowledge to develop pupils' understanding and to prepare them for the next stage. Lesson pace and planning generally capture pupils' interests and enthusiasms well. Teachers make the purpose of the lesson clear and use questioning strategies well to support learning. Marking is regular, but in a few subjects, it is not sufficiently effective in identifying the next steps needed for improvement. Teachers encourage pupils to learn actively and plan opportunities for them to discuss their ideas in pairs but in a few lessons, teachers make insufficient use of assessment to match tasks to pupils' abilities.

The curriculum provides rich opportunities to develop pupils' creative, practical and personal talents extremely well. Hebrew for all pupils, rich musical experiences, engaging design and technology lessons and residential visits for pupils in Years 5 and 6 are some

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of the highlights of the well orchestrated curriculum. Exciting cross-curricular projects between Kodesh Studies and the National Curriculum have captured pupils' interest well. Attractive displays around the school demonstrate the links between the two curriculums and record the many memorable experiences pupils have enjoyed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The determined and focused leadership of the headteacher and senior leaders enable them to work very closely together. Strong leadership and a well articulated shared vision for the school ensure that the pupils are at the centre of all the school's work. Staff and members of the governing body promote equality of opportunity very effectively in this orthodox community and ensure good progress for all groups of pupils, so that all are included and there is no discrimination. All staff and members of the governing body receive regular training on safeguarding and have a comprehensive awareness of safeguarding issues. Procedures are constantly updated and quality assurance and risk assessment systems are in place and well thought through. Members of the governing body take their roles and responsibilities seriously and know the community the school serves. They have an accurate view of its performance, and are able to set the strategic direction of the school and hold it to account. For example, they are working effectively with the school to prepare for an additional Nursery class. Through meetings they have carefully considered all the implications of this initiative and asked many searching questions before giving the venture their support. Leaders and managers work consistently to enhance the quality of provision; for example when using lesson evaluation to improve the consistency of teaching and learning. Consequently, ambition is embedded and improvement driven remarkably well.

The school's contribution to promoting community cohesion is good. The governing body, headteacher, senior leaders and staff know the school community very well and have done much to involve them as a member of the school's family. Charity work is well established and this is used well to promote pupils' learning and understanding about different cultures, for example, following the disasters in Haiti and Japan. What is not so strong are the links with other schools in the United Kingdom.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Good relationships and effective induction procedures ensure children settle quickly into the Nursery and enjoy learning in a safe environment. Children join the school with a range of skills and capabilities that are generally below those expected for their age. By the end of Reception, they attain levels that are expected for their age and make good progress. Children are very well cared for and consequently they quickly grow in confidence and enjoy learning as they explore and learn in a safe, well-equipped classroom and outdoor area. Good use is made of the outside areas to promote children's physical development as well as their knowledge and understanding of the world. For instance, children thoroughly enjoyed learning about butterflies and were observed drawing and talking about them.

Staff work very successfully to establish positive relationships and create a safe environment where children grow in confidence and develop excellent personal and social skills. Classrooms are organised and vibrant. Children's work is celebrated and displayed effectively. There is a strong focus on promoting the children's skills in communication, language and literacy and problem solving, reasoning and number. The vibrant and well planned curriculum was observed during a Reception class where pupils were learning Hebrew and demonstrating their good language and literacy skills.

The Early Years Foundation Stage team provide outstanding leadership and staff work together well and use their effective understanding of how young children learn. Subsequently they plan a good range of stimulating activities that maintain their interests. For example, during the inspection, children were observed sharing resources well while making a present for Goldilocks. There is a good balance between adult-led activities and those chosen by the children, and staff are increasingly effective in ensuring that each child's learning is moved forward.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A third of parents and carers returned questionnaires. Almost all respondents are fully supportive of the school and believe that it keeps their children safe and that they are happy and taught well. Parents and carers praised the caring nature of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beis Yaakov to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 143 completed questionnaires by the end of the on-site inspection. In total, there are 491 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	66	46	32	0	0	2	1
The school keeps my child safe	115	80	26	18	2	1	0	0
My school informs me about my child's progress	60	42	75	52	2	1	2	1
My child is making enough progress at this school	75	52	65	45	2	1	0	0
The teaching is good at this school	97	68	44	31	0	0	0	0
The school helps me to support my child's learning	89	62	50	35	3	2	0	0
The school helps my child to have a healthy lifestyle	90	63	52	36	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	73	51	63	44	0	0	0	0
The school meets my child's particular needs	81	57	53	37	7	5	0	0
The school deals effectively with unacceptable behaviour	68	48	66	46	5	3	0	0
The school takes account of my suggestions and concerns	69	48	65	46	5	3	0	0
The school is led and managed effectively	97	68	44	31	0	0	0	0
Overall, I am happy with my child's experience at this school	98	69	41	29	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 June 2011

Dear Pupils

Inspection of Beis Yaakov Primary School, 373 Edgware Road, London NW9 6NQ

Thank you for your warm welcome when we visited your school recently. We really enjoyed coming into your lessons, listening to you tell us about your school and seeing you at work and play.

Your school provides you with an outstanding education, so it is not surprising that you are proud of your school. We found that you have an outstanding understanding of healthy living and of keeping safe. Your spiritual, moral, social and cultural development is excellent and your behavior is an example to others. It was really nice to see that you all get on so well together. You make good progress as you go through the school and achieve well. You are fantastic ambassadors for your school.

Your school is very well led by your headteacher and senior staff. They want you to have the best. The curriculum and the level of care the school provides are outstanding. The good teaching you receive, has helped you make good progress.

We can see that the adults who run your school are working very hard to help it to improve. To make the school even better, we have asked the school to:

- ensure that your teachers use assessment to accelerate your progress
- give you helpful comments to improve your work, particularly for the more-able among you.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Emma Aylesbury

Lead inspector

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