

The Moriah Jewish Day School

Cannon Lane, Pinner HA5 1JF

Inspection dates

26–27 June 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and managers have not maintained the school's effectiveness since the last inspection. Outcomes achieved by pupils at the end of key stage 2 have declined.
- Significant turbulence caused by the recent absence of senior leaders has slowed the school's rate of improvement.
- Expectations of pupils are not always high enough. The most able pupils are not challenged consistently to do their very best.
- The quality of teaching in key stage 2 varies widely. Planning, assessment and behaviour management are inconsistent.
- Presentation in some books is poor. Not all pupils are encouraged to show pride in their work.
- The key stage 2 curriculum does not enable pupils to make good progress in English and mathematics.
- Leadership of each key stage is stretched. This is because phase leaders are expected to lead improvements in all subjects.
- Revised procedures to assess and monitor pupils' progress are not established.
- Leaders' evaluation of the school's effectiveness is too generous.
- Not all parents and carers support the school's work.

The school has the following strengths

- Children joining Nursery get off to a good start. Their good progress is maintained throughout Reception and key stage 1.
- Outcomes achieved by pupils by the end of key stage 1 are consistently high.
- The school is a safe, friendly and enjoyable place to be.
- The school's Jewish ethos and culture promote pupils' personal development and welfare well.
- Governors' prompt action to strengthen leadership, hold staff more accountable and build further capacity to improve are leading to improvement.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring that new schemes of work introduced to strengthen the teaching of English and mathematics in key stage 2 become firmly established
 - providing teachers with training and support to enable them to use these new resources effectively and to plan learning suited to the different abilities of pupils in their class
 - systematically monitoring the quality of work in pupils' books and providing sufficient challenge when the quality of work is not good enough
 - applying consistently the school's agreed marking procedures to help pupils improve
 - making regular checks in lessons of how well pupils are doing and showing them the next steps they need to take to improve their work
 - extending the best practice in teaching evident in key stage 1, into key stage 2.
- Raise achievement in key stage 2 by:
 - ensuring that the school's 'Moriah 5' non-negotiables for teaching are applied routinely by all teachers
 - raising expectations of what most-able pupils are capable of attaining, including of children in early years
 - ensuring that new procedures to monitor and record pupils' progress become fully established.
- Improving the leadership and management of the school by:
 - completing an honest and accurate evaluation of all aspects of the school's work
 - using this information to inform further actions to improve the school
 - monitoring closely the impact of revised plans to improve the school this year, to make sure that they lead to improvement
 - implementing promptly the governors' plans to restructure the school's leadership
 - improving the communication with parents to foster stronger relations with them.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have been slow to respond to a steady decline in the school's performance. This is partly due to the significant turbulence caused by the prolonged absence of senior leaders. It is also a result of leaders' inaccurate views of the school's effectiveness.
- This period of turbulence prompted some concern from parents. A small, but significant, proportion of those shared their views on Parent View during the inspection. They commented on the impact that poor teaching was having on pupils' behaviour, and about the leadership of the school.
- Leaders' self-evaluation is inaccurate because they do not set high enough expectations of staff. Inconsistencies in teaching in key stage 2 have not been fully ironed out. This contributed directly to the slower progress and below-average outcomes achieved by pupils in Year 6, last year.
- Leaders' monitoring has identified where the strengths and weaknesses lie. Some ineffective teaching has been challenged appropriately through the school's procedures to manage the performance of teachers. However, currently not all teaching enables pupils to make good progress.
- The headteacher, with additional coaching and support from a consultant headteacher, has implemented plans for rapid improvement. These actions are leading to improvement. Agreed 'non-negotiables' for what should be seen in all lessons have been introduced. Leaders expect all staff to apply them. Additional teaching and revision in English and mathematics have ensured that pupils in Year 6 were better prepared for this year's national tests.
- In the past, procedures to assess how well pupils progress over time have not been sharp enough. Leaders have been unable to track pupils' progress effectively, spot signs of underachievement early, and intervene to support pupils who need additional help. More systematic procedures are now in place, but these are not firmly established. Action plans include clear timescales to gauge the impact of these new arrangements.
- The curriculum provides pupils with a wide range of learning opportunities. Physical education (PE), music and the arts, and a range of enrichment activities contribute well to pupils' personal development and enjoyment of school. Leaders have recognised that teachers need more guidance in their planning in English and mathematics. New schemes of work have been introduced to achieve this. More time is needed for these resources to become securely established.

Governance of the school

- At one stage this year, the headteacher, her deputy headteacher and the business manager were absent due to illness. Two inexperienced leaders who stepped up and took control managed to stabilise the school.
- At this stage, governors took decisive action to strengthen leadership by appointing an

experienced consultant headteacher, and another senior teacher to lead improvements. Further support was sought from the local authority and from a local headteacher, appointed as the school's improvement partner.

- They ensure that additional funding is used effectively. Extra funding for PE and sport is used effectively to employ a sports coach to lead lessons, train staff and provide sports activities after school. The school has very few disadvantaged pupils. Governors ensure that the very small amount of pupil premium funding received is used effectively to provide one-to-one support for these pupils, and to enable them to participate fully in school life.
- Governors are organised and well informed and bring experience from a range of professional backgrounds. They acknowledge that significant improvement is needed, and have increased their involvement in the school's work. They meet regularly to oversee the school's development. Weekly discussions are held with school leaders to monitor the impact of their work. Governors plan to restructure the school's leadership to spread responsibility for leading improvement and build further capacity in the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Last year, leaders, including governors, dealt with a serious safeguarding issue that took a long time to resolve. Suitable advice was taken from the local multi-agency safeguarding hub and legal services. All of the advice and the recommendations made were followed by leaders.
- This prompted an immediate overhaul of all of the school's safeguarding policy and procedures. Robust safeguarding arrangements are securely in place. A team of designated leads are fully trained to oversee the safety and welfare of pupils. Staff training in safeguarding and the 'Prevent' duty is up to date.
- Safeguarding has a high profile in school. Staff are vigilant and know what to do if they have concerns, or a disclosure is made. Pupils are taught how to keep safe in and out of school, and when using social media. Posters around the school inform pupils of what to do if they have a concern.
- All necessary checks are made when recruiting new staff to work with children. The single central record is fully maintained.
- Access to the school site and buildings is managed systematically by security staff. The identity of visitors is checked routinely.

Quality of teaching, learning and assessment

Requires improvement

- The good practice evident in early years and key stage 1 does not extend throughout the school. Inspectors' observations confirmed the views of leaders gained from their own monitoring, that teaching in key stage 2 is too variable.
- Not all teachers plan learning suited to pupils' different abilities. Inspectors' scrutiny of pupils' work in English and mathematics found that too many teachers rely too heavily on worksheets, rather than on well-planned learning, based on detailed schemes of

work.

- In mathematics, all pupils complete the same worksheets. Calculations and problem-solving activities are often too easy for them. Worksheets include some tasks to extend pupils' understanding. However, they do not encourage pupils to think hard or apply their mathematical knowledge in sufficient depth.
- Pupils' books show that in English and in topic work, the most- and least able pupils are given the same writing tasks to do. Consequently, work is often either too easy or too hard for them. In particular, the most able pupils are not sufficiently challenged.
- Expectations of pupils are too low. There are no agreed guidelines for how they should present their work. Poor-quality handwriting and diagrams are often accepted without challenge from teachers. Pupils are not always required to complete unfinished, or improve, untidy work.
- The school has agreed detailed procedures for marking, but these are not applied consistently. Some teachers correct common errors in spelling, grammar and calculation, and give pupils time to make corrections. Other teachers do not do this.
- Not all teachers assess how well pupils learn in lessons. They do not give pupils advice on what to do next to complete or improve their work. Without these regular checks, pupils are not sure whether they are improving, and the quality of their written responses varies too widely. This limits their progress.
- Where teaching is most effective, pupils' learning and progress are good. Teachers take into account pupils' different needs and abilities when planning learning. They engage pupils in activities that are suitably challenging and encourage them to work independently and think for themselves. This good-quality teaching leads to pupils making good progress, and enjoying their learning.
- Jewish studies are taught effectively. Teachers use their specialist subject knowledge to stimulate pupils' interest and enjoyment. Good questioning engages all pupils, prompts discussion and encourages pupils to reflect on their learning. Themes such as kindness and consideration for others are developed well to promote pupils' wider understanding.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Its Jewish ethos and culture are clearly evident in much of the school's work. Daily prayer and regular celebrations of Jewish festivals and traditions add significantly to pupils' spiritual, moral, social and cultural education.
- Pupils are provided with a safe, caring and nurturing school. Staff go out of their way to make it a rich, stimulating environment in which to learn. Pupils are taught how to look after themselves and each other, and to show consideration for their classmates.
- Pupils' regular attendance reflects their enjoyment of school. Very few pupils are regularly absent.

- Pupils told inspectors that school is friendly, happy, and 'a great place to come to'. At breaks and lunchtimes, pupils are busy and active and forge friendships well. Anyone with concerns can sit down at the 'friendship stop' and others will come to help them. Lunchtimes are popular social events where pupils eat and chat together, and join in the karaoke sessions.
- High-quality artwork and displays in classrooms and corridors, such as the 'I love London' noticeboard, confirm that pupils have regular opportunities to learn about British values. The election of captains teaches them about the democratic process. Pupils are taught right from wrong, and the need to obey the law.
- Pupils learn about tolerance and respect for others, including those who have different beliefs or come from other backgrounds. They told inspectors that, 'it's OK to be different', and that there is no unpleasantness in school towards those who live differently.

Behaviour

- The behaviour of pupils requires improvement.
- A small but significant proportion of parents who shared their views on Parent View during the inspection raised concerns about a deterioration in behaviour. Inspectors' visits to lessons in key stage 2 found that when teaching fails to capture and retain pupils' interest, a small minority of pupils disengage and disrupt the learning of others.
- Not all pupils respect 'the rocket' or the 'time out' procedures to manage behaviour. They feel that these procedures have little effect on the conduct of a small proportion of pupils who regularly flout school rules.
- Pupils say that, at times, bullying happens. This is mostly described as pushing and shoving or teasing. When it occurs, they feel confident to approach any member of staff who will help sort things out.
- Very few pupils are excluded from school. Behaviour logs show that few incidents of misbehaviour occur. Leaders do not analyse this information well enough to spot patterns and trends, or to prevent incidents from reoccurring.
- Where teaching is effective, notably in key stage 1, behaviour is strong. Pupils are respectful and considerate and develop good relations with staff and each other.
- Behaviour outside lessons is also very good. Pupils of all ages play and socialise well together. Throughout the inspection, pupils were polite and well mannered and conducted themselves sensibly.

Outcomes for pupils

Requires improvement

- Following broadly average progress made by pupils at the end of key stage 2 in 2016, not enough was done to secure further improvement. Overall outcomes achieved by Year 6 pupils in 2017 declined notably. Progress made in reading and mathematics was below average. Outcomes in reading, writing and mathematics were well below average.
- Leaders have analysed the reasons for this. They feel that a distinct proportion of Year

6 pupils who had special educational needs (SEN) and/or disabilities, and several pupils who either joined or left the school at times other than the start of the key stage, contributed to this underachievement. However, concerns about these pupils were recognised during assessments made when they were in Years 3 and 4. The actions taken to prevent them from underachieving had little impact.

- Year 6 pupils were not fully prepared for national tests last year. The reading test was not administered well enough, and several pupils failed to answer all of the questions.
- Steps have been taken to avoid this happening again. An experienced leader appointed earlier this year has worked alongside the class teacher to fill gaps in the knowledge and understanding of pupils currently in Year 6. There has been work to ensure that they understand the test procedures and the expectations staff have of them.
- Leaders forecast a significant improvement in the outcomes achieved in national tests this year. The proportions of Year 6 pupils meeting the expected standard in reading, writing and mathematics are expected to be much closer to the national averages. The proportions of most-able pupils working at a higher standard are also expected to rise significantly in these subjects.
- However, although leaders feel that in other classes and subjects, pupils in key stage 2 are doing well, inspectors' scrutiny of pupils' books and observing them at work in lessons did not support this view. Most pupils make adequate, rather than good progress, due to the variable quality of teaching.
- Most pupils read with confidence, and for pleasure. The small proportion of Year 6 pupils who read aloud to an inspector could read well, but did not have a strong enough knowledge of phonics to sound out words that were unfamiliar to them.
- Key stage 1 is a strength of the school. This year's results, based on teachers' assessments, show that the trend in above-average results in reading, writing and mathematics has been maintained. Assessments also show that higher than average proportions of the most able pupils have exceeded expectations.
- The school has very few disadvantaged pupils. For example, there are none in Year 6. Comparisons between their achievement and that of other pupils nationally have little meaning. Leaders, nonetheless, monitor their progress to gauge the impact of the pupil premium funding. Assessments show that the tailored support provided enables this very small proportion of pupils to make the progress expected of them.
- A smaller than average proportion of pupils who have SEN and/or disabilities, including a very small proportion of pupils with an education, health and care plan, receive good support to help them learn effectively. Several responses on Parent View during the inspection commented favourably on the inclusive nature of the school. They praised the high-quality care and support provided by the coordinator of SEN and other staff.

Early years provision

Good

- Only a small proportion of children currently attend Nursery Year. Good facilities, teaching and care ensure that they make a good start to their schooling. Nursery is a

rich, vibrant environment in which to learn and play. Children are kept safe and safeguarding arrangements are in place. There is a sufficient number of adults to oversee children's safety and welfare.

- Full use is made of the classroom, its resources and the outdoor area to develop routines and stimulate children's curiosity. The outdoor area is an ideal area for learning and play, but some of the equipment and surrounding areas need cleaning more often.
- Most children have well-developed speech and language skills when they enter Nursery. During learning and play, they articulate clearly what they are doing and describe the materials and equipment they are using. They learn quickly, developing the skills to take turns, line up, have snacks, share equipment and play by themselves, and together with friends. Their behaviour is at least good and sometimes better.
- Partnerships with parents are good. Regular assessments of learning are recorded and shared with parents, including information online, to keep them informed of their child's development.
- Children enter Reception having learned how to develop their mark making into early writing, and know how to count. They quickly build on this. Good teaching gives them the skills they need to read well. Resources are used well to develop children's mathematical understanding.
- Achievement is good. A higher than average proportion of children achieved a good level of development last year. Outcomes have risen further this year. The proportion of children exceeding expectations in the key areas of writing and mathematics is below average. Based on their very low starting points on entry, not all of them are challenged to do their best and make outstanding progress.
- Leadership arrangements have changed this year for early years. Leaders are honing their skills and must ensure that plans for making further improvements include clear actions to ensure that most-able children are helped to exceed expectations.

School details

Unique reference number	131229
Local authority	Harrow
Inspection number	10047468

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Gabbi Braham
Headteacher	Ruth Gafson
Telephone number	0208 868 2001
Website	www.moriahschool.co.uk
Email address	office@moriah.harrow.sch.uk
Date of previous inspection	26–27 February 2014

Information about this school

- The school teaches Jewish religious studies as well as the national curriculum.
- The majority of pupils are White British. Very few speak English as an additional language. The proportion of pupils from minority ethnic backgrounds is average.
- The proportion of pupils who have SEN and/or disabilities is below average. A higher than average proportion of pupils have an education, health and care plan.
- The proportion of pupils eligible for the pupil premium is well below average.
- A very small number of pupils attend alternative provision on a part-time basis, at Fountain House, a specialist unit for pupils who have autistic spectrum disorder.
- Since the last inspection, a new headteacher has been appointed to lead the school.

Information about this inspection

- Inspectors observed teaching in all year groups. Some of these observations were carried out jointly with a senior leader.
- The inspection team held meetings with senior leaders, a newly qualified teacher, two groups of pupils, three members of the governing body (including the chair and the vice-chair), a representative of the local authority and the school's improvement partner, and a parent who asked to speak with an inspector.
- The lead inspector held brief telephone conversations with the education lead of the local multi-agency safeguarding hub, and a headteacher of a local primary school.
- Inspectors observed the school's work. They looked at a wide range of documentation, including safeguarding and the child protection policy and procedures, self-evaluation and improvement planning, minutes of meetings of the governing body, records of pupils' attendance and behaviour, and other information provided by school leaders.
- Inspectors looked at pupils' books in lessons, and scrutinised closely the books of pupils in Years 2 and 5. They considered 85 responses from parents to Ofsted's online questionnaire, Parent View. School leaders did not use Ofsted's survey of the views of staff.

Inspection team

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