

Inspection of a good school: Wohl Ilford Jewish Primary School

Forest Road, Ilford, Essex IG6 3HB

Inspection dates:

30 November and 1 December 2021

Outcome

Wohl Ilford Jewish Primary School continues to be a good school.

What is it like to attend this school?

Leaders welcome all pupils from Jewish and non-Jewish backgrounds at Wohl Ilford Jewish Primary School. Leaders have high expectations. Staff nurture pupils so that all can flourish here.

Pupils are proud to be part of what they typically describe as, 'a warm and caring family of friends'. Pupils love coming to school and they feel safe. Pupils behave well and are sensitive to the needs of others. They play well together. All pupils are included and no one is left out.

Pupils are confident to talk about their learning and take pride in their achievements. They enjoy coming together as a community. Pupils were joyful when taking part in prayers and the lighting of candles at Chanukah.

Pupils know that staff listen to their concerns. They said that name-calling and bullying rarely happens. Staff deal with any issues quickly. Pupils are involved in making decisions about the school. They vote to elect each other to positions of responsibility, such as head boy, head girl and house captains.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that is exciting and challenging. The curriculum is enriched by Jewish studies, to include language, faith, culture and tradition. Pupils enjoy a wide range of extra-curricular activities. Teachers plan visits to museums, galleries and local places of historic interest. Older pupils enjoy residential visits, which help to boost their confidence and independence.

Lessons follow a clear sequence to build on what pupils already know. Teachers regularly check what pupils can remember from previous learning. Pupils know more and remember more through regular opportunities to rehearse and practise key skills.

Staff are skilful in identifying pupils' needs. They make sure that the curriculum meets the needs of all pupils, including pupils with special educational needs and/or disabilities. Teachers have strong subject knowledge. Staff are successful in identifying gaps in pupils' learning and a wide range of additional support is available. Classrooms are calm and purposeful with no low-level disruption.

Leaders prioritise early reading. All children in the early years enjoy daily phonics lessons. This continues into Years 1 and 2. Pupils have opportunities to apply their phonics sounds in their writing. They are confident in using their phonics knowledge to self-correct and support their reading. Teachers read to pupils every day and this encourages pupils to develop a love of reading. Pupils learn to read well and quickly become confident and fluent readers. Pupils in Years 3 to 6 demonstrate increasing comprehension of the main themes of what they have read. Pupils talk confidently about their favourite authors. However, confident and fluent readers do not always have a wide range of reading materials.

In mathematics, pupils have regular opportunities to apply their calculation skills through reasoning and problem-solving. In the early years, children are confident in their use of numbers and shape. Staff build in opportunities to revisit skills. This helps pupils to understand mathematical concepts, such as place value in depth.

Pupils can recall their learning well. Staff emphasise important knowledge and concepts in each subject and check what pupils have learned. For example, in history, teachers make sure that pupils learn key historical dates and events, such as the Roman invasion of Britain. Pupils also enjoy finding out about the cause and impact of historical events. Pupils have a strong recall of historical dates and events. They have a well-developed general knowledge of the world around them.

Parents and carers are very positive about the school. They value the leadership of the acting headteacher and senior leaders. One parent reported on behalf of many, 'This school has helped to build my children's confidence, social skills and their love for learning.'

Leaders, including governors, have worked hard under challenging circumstances to maintain a high-quality education for their pupils. Pupils' learning has not been affected by recent flood damage to the school. Governors know their school community well. They have the right skills to challenge and support school leaders.

Staff reported that leaders are always willing to listen. They know that leaders are committed to their well-being and will help to manage their workload. Leaders invest in personal and professional development opportunities for all staff. Staff are proud to be part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

School leaders have developed a strong culture of safeguarding. All staff have received training in keeping children safe from harm. They are vigilant to potential risks and understand the school's procedures for reporting initial concerns.

All concerns are acted on and leaders work closely with the local authority. Case records are detailed and monitored carefully. Staff know their families well. Early help and support are made available to vulnerable families.

Pupils learn about positive relationships through the curriculum. They are taught the need to keep safe when using the internet and risks to avoid in the wider community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not always make sure that pupils who are confident and fluent in their reading have access to a wide range of high-quality texts. This limits their exposure to ambitious and challenging reading materials. Leaders need to ensure that all pupils have access to high-quality reading books to widen their reading choices.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 19 September 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|---|
| Unique reference number | 102847 |
| Local authority | Redbridge |
| Inspection number | 10200291 |
| 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 | 252 |
| Appropriate authority | The governing body |
| Chair of governing body | Ben Saltman |
| Headteacher | Lisa West (acting headteacher) |
| Website | http://www.ijpsonline.co.uk |
| Date of previous inspection | 2 November 2016, under section 8 of the Education Act 2005 |

Information about this school

- Wohl Ilford Jewish Primary School is a voluntary aided modern orthodox Jewish primary school.
- The school's last section 48 statutory inspection of Jewish schools (Pikuach) was on 16 and 17 June 2016.
- A new acting headteacher was appointed in 2020.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector held meetings with the acting headteacher, the acting deputy headteacher, senior leaders and subject leaders. He also met with members of the governing body.

- The inspector reviewed documentation provided by the school, including the school's development plan and self-evaluation.
- The inspector met with the safeguarding team to review policies, procedures and records of pupils' behaviour. He looked at the school's single central record to review suitability checks for all staff and visitors.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to pupils while they read.
- The inspector visited the playground to observe pupils at play. He spoke with groups of pupils to hear their views.
- The inspector met with a group of teachers to discuss teacher workload and well-being.
- The inspector considered the responses to Ofsted Parent View and the staff survey.

Inspection team

Tom Canning, lead inspector

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021