

Inspection of Bury and Whitefield Jewish Primary School

Parr Lane, Unsworth, Bury, Lancashire BL9 8JT

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders have high expectations for all pupils' learning and behaviour at Bury and Whitefield Jewish Primary School. Pupils enjoy coming to school each day and being with their friends.

Pupils behave well. They said that they feel happy and safe in school. They told inspectors that very occasionally, boys and girls 'fall out' or get upset when playing. However, pupils said that staff quickly and effectively stop any bullying or poor behaviour from reoccurring. Pupils are confident that they can speak to adults about any worries or concerns that they may have.

Pupils gain a strong sense of British values. As well as learning about Jewish festivals, pupils learn about other celebrations. This year, for example, pupils have enjoyed learning about Christmas, Diwali and Chinese New Year. All pupils, regardless of their beliefs, are fully involved in the life of the school. Pupils are tolerant and respectful of people's differences.

Pupils value the experiences that go beyond the academic curriculum. For example, pupils recently attended a residential trip to develop their resilience and team-working skills. Children in early years display a love of the outdoors. They considered the early signs of spring on their most recent 'wellie walk'.

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well. They leave Year 6 with the knowledge and skills necessary for their secondary education.

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

Leaders have continued to develop their curriculum apace. It is ambitious, interesting and relevant to all pupils. Governors remain actively involved in reviewing the quality of education that the school provides. They successfully challenge and support leaders to check how well all pupils achieve across the breadth of the curriculum.

Leaders have carefully considered the knowledge and skills that children need to acquire in early years. They ensure that the early years curriculum successfully lays the foundation for learning in key stages 1 and 2. Children in early years achieve well. They are well prepared for the next stage of their education.

In key stages 1 and 2, subject leaders have thought carefully about how and when to teach new curriculum content in most subjects. In the main, subject leaders have identified the important knowledge that they want pupils to learn in each year group. This supports most pupils to achieve well across the curriculum. For example, pupils in Year 6 explained how their current topic on electricity builds on what they remember from when they met this topic in Year 4.

The important knowledge that leaders want pupils to learn is not as clearly defined in a small number of curriculum areas. This means that some teachers do not have all the information that they need to check whether pupils have learned everything that they should. The assessment strategies that teachers use in these subjects are not effective enough in identifying pupils' misconceptions. At times, this leads to gaps in pupils' knowledge.

Subject leaders engage in a wide range of appropriate ongoing training to enhance their leadership skills. Added to this, all staff have been trained to identify any additional needs that pupils may have. Leaders ensure that staff provide effective support to pupils with SEND. Pupils with SEND access the same curriculum as all other pupils and they too achieve well.

Leaders have developed a consistent approach to the delivery of phonics and early reading. From the start of the Nursery class, there is a sharp focus on getting children to talk. Children across early years and pupils in key stage 1 learn new sounds in a logical order. Staff have been well trained to deliver the early reading and phonics curriculum. They successfully use assessment systems to identify those pupils who find reading difficult. Pupils are well supported to catch up with their classmates. Children in early years and pupils in key stage 1 take home books and reading activities that match their reading ability. This helps them to practise reading at home. Pupils quickly gain confidence and fluency in reading.

Pupils are polite and well mannered. Leaders ensure that pupils learn how to behave well right from the start of their education. For example, children in the Nursery class learn to share and take turns. As pupils move through the school, these good habits and positive attitudes continue. This means that learning is rarely interrupted by poor behaviour.

Through the well-planned curriculum, pupils learn a great deal about different types of families and relationships. They learn to value the uniqueness of individuals. Pupils treat each other with care and sensitivity. They learn how to stay physically and mentally healthy. Many pupils take part in the range of sports clubs on offer. Others enjoy developing their creative skills through the dance and music clubs.

Staff enjoy working at the school. They appreciate the time, support and training that they receive to carry out their responsibilities effectively. Workload is not a concern for most staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding across the school. Leaders work with a range of agencies to make sure that families and pupils receive effective support in a timely manner. Leaders keep detailed records of their work to keep pupils safe.

Staff are well trained so that they remain alert and vigilant to any safeguarding concerns. They understand how to recognise signs of potential neglect or harm. Staff know how to record and respond to potential safeguarding issues.

Through the curriculum, pupils learn about the many dangers associated with online games. They learn about the risks associated with living near railway and tram lines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, leaders have not identified the important knowledge that they want pupils to learn. This stops teachers from knowing the essential knowledge that needs to be taught and assessed. At times, this leads to gaps in pupils' knowledge. Leaders should refine these curriculum areas so that teachers know what to teach and how they should check that pupils have learned the key knowledge.

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	105352
Local authority	Bury
Inspection number	10211687
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	99
Appropriate authority	The governing body
Chair of governing body	Harvey Jacobson
Headteacher	Claire Simon
Website	www.bwjps.org.uk
Date of previous inspection	14 and 15 March 2018, under section 5 of the Education Act 2005

Information about this school

- This is a Jewish primary school. The school's most recent section 48 inspection took place in 2015.
- Leaders do not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- During the inspection, inspectors held meetings with the headteacher, the deputy headteacher and other members of the senior leadership team.
- The lead inspector met with four members of the governing body, including the chair of governors. The lead inspector met with the school improvement partner and a representative of the local authority.

- Inspectors examined a range of safeguarding documentation. Inspectors scrutinised the systems used to ensure the safer recruitment of staff. Inspectors viewed a range of safeguarding records. Inspectors spoke with staff to check how well they understood their safeguarding duties.
- Inspectors observed pupils' behaviour in lessons and at breaktimes. They spoke with pupils throughout the inspection to gather their views about behaviour and safeguarding within the school.
- Inspectors spoke with parents and carers to gather their views and opinions about the school. As well as this, inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors considered the responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.
- Inspectors spoke with staff to gather their views about their workload and well-being.
- Inspectors carried out deep dives in early reading, mathematics, history and computing. Inspectors met with subject leaders, visited lessons and spoke with teachers. Inspectors spoke with pupils about their work.
- Inspectors observed children in early years and pupils in key stage 1 reading to a trusted adult.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Louise McArdle

Ofsted Inspector

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