

## INSPECTION REPORT

### **KISHARON DAY SCHOOL**

Finchley Road, London

LEA area: Barnet

Unique reference number: 101386

Headteacher: Mr G Lebrett

Reporting inspector: Mr M G Whitehead  
21061

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> June 2001

Inspection number: 184122

Full inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

|                              |                               |
|------------------------------|-------------------------------|
| Type of school:              | Special                       |
| School category:             | Independent                   |
| Age range of pupils:         | 3 to16 years                  |
| Gender of pupils:            | Mixed                         |
| School address:              | 1011 Finchley Road<br>London  |
| Postcode:                    | NW11 7HB                      |
| Telephone number:            | 020 8455 7483                 |
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| Appropriate authority:       | The governing body            |
| Name of chair of governors:  | Mr S Kanter                   |
| Date of previous inspection: | 23 <sup>rd</sup> January 1995 |

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## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|------------------|----------------------|--|--|
| 21061        | Mr M G Whitehead | Registered inspector | Science<br>Art and design<br>Design and technology   | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 19650        | Mrs S Thomas     | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                                      |
| 23733        | Miss A Anderson  | Team inspector       | Mathematics<br>Geography<br>History<br>Music<br>Special educational needs<br>English as an additional language | How good are the curricular and other opportunities offered to pupils?   |
| 3055         | Mr C Tombs       | Team inspector       | English<br>Information and communication technology<br>Physical education<br>Equal opportunities               |  |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Kisharon Day School is a Jewish special school which provides education for pupils with moderate and complex learning difficulties from the whole Jewish community. The attainment levels of all pupils are well below the national average. There are ten boys and 12 girls on roll at present, their ages range from five to 16 years but they are predominantly from Key Stages 3 and 4. Pupils come from a number of different London boroughs and one pupil is from the Manchester area. The school aims to educate and support all pupils in their development according to the Orthodox Jewish ethos. There are two pupils for whom English is an additional language. The school also aims to ensure that each pupil is given the opportunity to achieve his or her full 'kisharon' ability or potential. Most pupils have full statements of special educational needs and the others are going through the assessment procedure. Wherever possible, pupils work towards some form of external accreditation. Pupils come from homes with a wide variety of socio-economic circumstances, with average overall. This independent school provides a curriculum that is appropriate to the needs of pupils and follows the National Curriculum very closely. The school also provides a very wide range of therapy to support the special needs of the pupils. These include art therapy, occupational therapy, music therapy, speech and language therapy and physiotherapy.

### **HOW GOOD THE SCHOOL IS**

Kisharon Day School is a good and improving school which provides a good quality of education for all its pupils. The attainment levels of the pupils are low when compared with the national average; however, all pupils make good progress. The overall quality of teaching is good; it ranges from satisfactory to excellent. The recently appointed headteacher provides the school with excellent direction, which is clear and reflects totally the aims and values of the school. This, together with the very effective governing body, the high quality of teaching and the very secure financial planning, ensures that the school provides good value for money.

#### **What the school does well**

- The headteacher provides excellent leadership and clear direction for the school. His deputy supports him very effectively.
- The quality of teaching in the school is of a high standard and there is a wide range of therapy to support pupils' special educational needs.
- The school provides a wide range of extra-curricular activities for all its pupils.
- The school works very closely with parents to the benefit of pupils and parents alike.
- The school fosters very positive attitudes to school amongst all pupils and parents.

#### **What could be improved**

- Schemes of work and assessment procedures are not yet fully developed for all subjects.
- There is need for more dedicated time to address the teaching of literacy and numeracy skills.
- More emphasis is needed on the teaching of information and communication technology throughout the range of subjects.
- A definite programme of in-service training needs to be developed in order to ensure that all subject co-ordinators have the skills and knowledge to develop their subjects further.

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*The areas for improvement will form the basis of the action plan prepared by the appropriate authority.*



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1995. Since then, improvements have been good overall. There has been satisfactory improvement in addressing the key issues from the previous inspection concerning curriculum planning and monitoring, bringing the school in line with the National Curriculum teaching and procedures for recording pupils' attendance. There has been a slight improvement in the in-service training provision and the management acknowledges that more emphasis is needed on staff development for both teachers and classroom assistants. There have been significant improvements in other areas of the school. There has been very good improvement in the quality of teaching throughout the school, the provision for pupils' personal, social and health education is greatly improved and is now very good. There has also been great improvement in the school's provision for pupils' spiritual, moral, social and cultural development; this is now very good.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

| Progress in:   | by age<br>5 | by age<br>11 | by age<br>16 | by age<br>19 | Key                 |
|--|-------------|--------------|--------------|--------------|---------------------|
| speaking and listening                                   | -           | A            | A            | -            | very good      A    |
| reading  | -           | B            | A            | -            | good              B |
| writing  | -           | B            | A            | -            | satisfactory    C   |
| mathematics  | -           | B            | B            | -            | unsatisfactory D    |
| personal, social and health education                    | -           | A            | A            | -            | poor              E |
| other personal targets set at annual reviews or in IEPs* | -           | B            | A            | -            |                     |

\* IEPs are individual education plans for pupils with special educational needs.

The standards of work seen during the inspection are substantially lower when compared with the national average. However, all the pupils have moderate or extreme learning difficulties. The progress that pupils make during their time at Kisharon Day School is measured within this context and is judged according to the ways in which pupils acquire new knowledge and skills in all areas of study. During the last academic year, only one pupil was entered for the national tests and it is therefore inappropriate to comment upon his achievement. Key Stage 4 pupils followed accredited courses in the ASDAN Transition Challenge. Four pupils out of six completed the whole of the award and were awarded grades.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils have positive attitudes to their work and enjoy coming to school. This is a strength of the school.  |
| Behaviour, in and out of classrooms    | The behaviour of all pupils is very good both in school and in the community. Pupils follow instructions willingly, contribute fully to all activities and their behaviour out of school is exemplary.  |
| Personal development and relationships | The relationships between pupils and their teachers are very good; the relationships between pupils and their peers are also very good. They respect and support each other very well. They develop a sense of responsibility as they grow older. |
| Attendance                             | Attendance is good and registers now comply with all requirements.  |

The attitudes of all pupils are very good. Pupils' behaviour is also very good when they are in school, and when pupils are out of school on trips or when studying the locality, their behaviour is excellent. Pupils are very interested in the work that they are doing and the teachers make sure that there is time for pupils to reflect upon the things that they do and learn. Teachers promote a sense of responsibility amongst pupils and help them to understand the impact of their actions upon other people.

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 | aged 5-11 | aged 11-16 | aged over 16 |
|----------------------|--------------|-----------|------------|--------------|
| Lessons seen overall |              | Good      | Good       |              |

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in English, mathematics, science and personal, social and health education is good throughout the school. The major strengths of the teachers lie in their very good knowledge and understanding of the special needs of the pupils. Teachers make sure that the work they set is sufficiently challenging to the pupils to keep them interested and excited in the work that they are doing. Teachers are also very positive in the ways in which they manage the pupils. They understand the difficulties that pupils experience and always treat them with dignity and respect. The teaching of literacy and numeracy skills is satisfactory, but there is need for more careful consideration being given to the time that is set aside, especially for the teaching of literacy skills. This needs to be increased. The school is very effective in meeting the individual special needs of the pupils. During the inspection, all the teaching observed was satisfactory or better, 36 per cent was good, 32 per cent was very good and 15 per cent was excellent. The good standard of teaching throughout the school ensures that all pupils learn well and make progress that is at least good and often very good.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The curriculum is satisfactory overall and is good at Key Stages 3 and 4.  |
| Provision for pupils with English as an additional language                                 | Satisfactory overall. The very small number of pupils (two) concerned do not have significant difficulties with English. Pupils benefit from good adult models of spoken and written English. There are good opportunities throughout the school for developing speaking and listening skills. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school is excellent in promoting the spiritual development of all pupils. The personal, moral, social and cultural development of pupils is very good.   |
| How well the school cares for its pupils  | The school continues to promote a secure and caring environment for all its pupils. Pupils' welfare is accorded priority within the school. Assessment procedures are now satisfactory and improving.  |

The school works very closely with parents and this is appreciated by them. A great deal of use is made of the home/school diaries and messages are carried very effectively. Parents are fully involved in review procedures and are consulted whenever it is possible on any other matters concerning the education and welfare of their children. The school's curriculum is good for mathematics, English, science and personal, social and health education.

The school treats all pupils with respect and dignity. Assessment procedures are now satisfactory and are continuing to develop further. However, there is insufficient formal assessment of pupils' work in history, geography and design and technology. There is a weakness in the pupils' individual education plans as some of the targets that are set are imprecise. There are also some inconsistencies in the way in which pupils' work is marked in school. Not enough attention is paid to the curriculum planning and the schemes of work in history, geography, design and technology and art.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides excellent leadership for the school and is very well supported by his deputy. They ensure that the school's aims are clearly reflected in the work of the school. The responsibilities of co-ordinators of foundation subjects are not defined clearly enough to enable them to take full responsibility for their subjects. |
| How well the appropriate authority fulfils its responsibilities  | The appropriate authority has a very clear understanding of the strengths of the school and provides very good direction and support to the school. The governors are very effective in shaping the direction of the school and they make sure that the headteacher receives their full support.  |
| The school's evaluation of its performance                       | The school has established procedures for comparing its performance with that of other schools and is in the process of developing further the strategies for professional development of all staff. The headteacher and his deputy monitor the teaching and learning throughout the school to ensure good practice.                                  |
| The strategic use of resources                                   | The school makes good use of all its resources. The appropriate authority's contribution to financial strategies is very good and it ensures that the school's resources are well targeted.   |

The school's accommodation is satisfactory overall; it remains basically unchanged since the last inspection. There is still no specialist teaching area for science or food technology, which limits opportunities for pupils' practical work. The staffing is generous and allows access by all pupils to the full National Curriculum. Learning resources are much improved since the last inspection particularly in mathematics, science, English, information and communication technology and design and technology. The senior management team and the administrator ensure that principles of best value are rigorously applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• All children like coming to school.</li> <li>• Their children make good progress.</li> <li>• The school helps their children to become more mature.</li> <li>• The school is well led and managed.</li> <li>• The school works closely with parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Homework.</li> <li>• The range of extra-curricular activities.</li> </ul> |

The team of inspectors agrees with all the positive views of the parents. Inspectors judge the amount of homework to be satisfactory and judge that the school has developed close links with the parents. This also benefits the pupils in the targets that are set for them as they are formulated as a result of a great deal of work between school and home. The

school provides a good range of activities that stimulate and improve learning opportunities throughout the day, at break-times, lunch-times and after school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. All the pupils of Kisharon Day School have moderate learning difficulties and some have complex special educational needs. The national tests that are carried out on pupils in mainstream schools to determine their levels of attainment are inappropriate in this school. Consequently, the school has in the past, disapplied the pupils from such tests. The school is working towards introducing these tests back into the school in the near future. Pupils do make good progress whilst they attend Kisharon Day School. Progress by all pupils in speaking and listening is very good. By the age of eleven years, pupils are making good progress in reading and writing, and by the age of 16 years, they are making very good progress. Pupils make good progress throughout the school in meeting their targets in mathematics. All pupils make very good progress in personal, social and health education.
2. Pupils in the older class follow the Award Scheme Development and Accreditation Network (ASDAN) nationally accredited courses. During the last academic year, four pupils out of six completed the Transition Challenge award comprising five modules. They were independent living skills, self-advocacy, positive self-image, personal development and personal autonomy. The certificates stated that in order to take part in the tests, they were independent candidates comprising two who received 'no help' and two who received 'spoken support'. This is a tremendous achievement for these pupils and is celebrated as such.
3. In this academic year, pupils are now following higher level ASDAN awards. The Youth Awards as well as the Transition Challenge award. One pupil attends a local Jewish secondary school where she is following a GCSE course in art. This is a very successful inclusion programme on the part of both schools. Other Kisharon pupils integrate with pupils in nearby local education authority primary and secondary schools. The integration and inclusion programmes operating in Kisharon School are so successful that over 80 per cent of pupils are able to integrate successfully for appropriate proportions of their time. Kisharon School is now a registered centre for the OCR Certificates of Achievement which makes the entry of pupils much simpler.

#### **Pupils' attitudes, values and personal development**

4. Pupils are enthusiastic and have very positive attitudes to their work. They are well motivated and enjoy coming to school. They show a keen interest in their lessons. In a Year 8 science lesson, pupils with profound learning difficulties were eager to take part. They were interested in the different fruits they were studying. They enjoyed identifying which juice they tasted. At the end of the lesson, they helped tidy up with enthusiasm. In music sessions, pupils sing with gusto. They delight in performing for an audience.
5. Behaviour is very good and there have been no exclusions from the school during the last academic year. Teachers have high expectations. The pupils know this and usually live up to the standards required of them. In some lessons, behaviour is excellent. In a Year 3 mathematics class, the pupils concentrated and listened carefully to their teacher. They were absorbed in their work. Occasionally, teachers have to remind the pupils of appropriate behaviour. This is because the pupils get

very excited, particularly if they know a special event is imminent. On trips outside school, behaviour is exemplary. On a trip to the swimming pool, all pupils behaved well. They changed quickly, carried out the teacher's instructions and behaved appropriately in the pool. All parents who returned the questionnaire feel that behaviour in the school is good.

6. Relationships between teachers and pupils and between pupils and their peers are very good. Teachers provide good role models. In a Year 8 art class, the teacher spoke calmly and quietly to all pupils. This meant that, as far as their learning difficulties allowed, the pupils reacted similarly. Pupils respect each other. They are concerned when others are upset and share in others' achievements. At the Bar Mitzvah celebration, older pupils presented a poem they had written as part of their gift for the occasion. Pupils' personal development is very good; throughout each day the school fosters pupils' personal development, both in their Jewish studies and in their secular learning. Staff insist on good social skills and all pupils learn how to behave appropriately at Jewish festivals. This has a positive effect on the standards pupils achieve in their personal development. Lunch-times are treated as teaching opportunities and learning experiences which can be transferred appropriately into the family setting. All pupils benefit from this atmosphere and learn respect for others. Younger pupils particularly learn to listen to others without interruption.
7. Pupils trust the staff and are confident to approach them with any problems. All parents who returned the questionnaire feel that the school is helping their child to become more mature. Pupils are very respectful to adults. They are keen to welcome visitors to their school. They enjoy talking to them about their work. Pupils are learning to take responsibility. They take the register to the office each morning and afternoon. Older pupils are aware of their responsibility to wash their hands before eating and all do. They also understand their responsibility to say the correct Brocho (Blessing) before eating any food. Each boy learns of the responsibilities that they will take at the time of Bar Mitzvah with enthusiasm and awe. Similarly, the girls learn of their responsibilities when reaching their Bas Mitzvah.
8. Attendance is good. Parents are pleased that their children enjoy coming to school. Since the last inspection, registers have been improved. They now comply with requirements.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

9. In all key stages, the quality of teaching in the school is good. This is because the teachers have a good knowledge and understanding of the individual pupils, their needs and strengths as well as the difficulties that they have. The relationships between teachers and pupils are good and the teachers have very high expectations of the pupils. As a result of these good relationships, pupils show a great deal of respect for their teachers and behave very well in and out of lessons.
10. During the inspection, all of the teaching observed was satisfactory or better. Eighty-three per cent of the teaching was good or better, and 47 per cent was very good or excellent. From these results it is clear that the high quality of teaching is a strength of the school. The teachers are professional in their work and are united in their commitment to meeting the needs of the pupils. They are well motivated and encouraged by the leadership of the school, which acknowledges their strengths and commitment. The senior management team are also very highly skilled teachers, they know and understand the needs of the pupils and the demands that are made of the staff each day.





11. The quality of teaching in English is good in the lower school and very good in the upper school. The subject is well led and managed which ensures that pupils make good progress and achieve well. The quality of teaching in mathematics is good overall; however, the quality of teaching of the younger pupils varies greatly from satisfactory to excellent. The quality of teaching in science is good throughout the school. Teachers make the lessons interesting and make high demands of the pupils. They do this in such a way as to empower the pupils, who in turn make a tremendous effort and learn well. Teachers ensure that all pupils are treated equally no matter what their difficulties may be.
12. The quality of teaching in all foundation subjects is good throughout the school. All pupils benefit from the commitment and the skills of their teachers. The classroom assistants play a vital role in the secular activities and in maintaining the Orthodox Jewish ethos within the school. Classroom assistants also make a strong contribution to the education and teaching in all subjects. The teachers and support staff work together in an excellent fashion for the benefit of all pupils.
13. The pupils also benefit from the excellent provision of therapy, which includes physiotherapy, occupational therapy, art therapy and music therapy. This provision is exemplary and is of very great benefit to all pupils and their families.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

14. There has been a significant improvement in the curriculum since the 1995 inspection; it is now satisfactory overall. At Key Stages 1 and 2, it is satisfactory and good at Key Stages 3 and 4. The Programmes of Study incorporated from the accredited courses used make a positive contribution to the curriculum at Key Stages 3 and 4. All subjects of the National Curriculum and religious education in the form of Jewish studies, are now taught. Strengths of the curriculum are English, mathematics, science, Jewish studies, personal, social and health education (PSHE), delivery of cross-curricular work and the provision and delivery of integration.
15. There are areas for development in teaching that are very important. There is insufficient attention paid to the curriculum planning and the schemes of work in history, geography, design and technology and art. There is need for a rigorous approach to marking and assessment of the work that pupils are doing in order to develop a system whereby the progress of individual pupils can be clearly tracked throughout their school life. The National Literacy and Numeracy Strategies have been introduced and implemented satisfactorily during this academic year. However, the time allocation is weak in that the sessions are too short to ensure their full effectiveness. There is not enough clear recording of pupils' attainment in cross-curricular work. Long- and medium-term plans are fully in place for English, mathematics, science, information and communication technology, music, physical education and Jewish studies. However, there is not enough emphasis placed on the use of information and communication technology in other subjects. This is an area that is in need of more rigorous development through the raising of staff awareness and in-service training. Other foundation subjects, also in a modular form, are jointly planned by teaching staff and moderated by the headteacher. Apart from English and mathematics, the curriculum is organised successfully around a three-year rotational cycle. All pupils follow a modified curriculum which is broad and relevant to the pupils' needs and abilities.

16. The provision for pupils with additional special needs is very good. Where appropriate, teachers use national tests as a benchmark. Adaptations to schemes of work ensure their needs are met. The school meets the recommendations of the special educational needs Code of Practice. Appropriate individual education plans (IEPs) are in place for all pupils, however, individual targets within these IEPs are not yet sufficiently precise to give pupils maximum benefit from their use. The work of therapists is a very real strength of the school. Very high quality music therapy is provided for pupils, all but three receive individual therapy and these receive it as part of group music sessions. The range of therapies provided for the pupils is wide and the quality is high. Pupils enjoy and benefit greatly from their therapy sessions. The use of symbols and signing enhances communication, where appropriate. The Picture Exchange Communication Scheme is used well. The use of TEACCH (Treatment and Education of Autistic Children and other Children with related Handicaps) is of great benefit to pupils; however, this approach is not always used when it would be most appropriate. Greater use is planned for the future in order to meet the needs of the school's increasing number of pupils within the autistic spectrum.
17. The very small minority of pupils with English as an additional language have no significant difficulties in comparison with those for whom it is their first language. Their first language is Yiddish or Hebrew, which is beneficial to them in their Jewish studies. Their needs in class are well met and their progress is good.
18. Satisfactory progress has been made in all the key issues highlighted in the 1995 inspection and those again identified during a visit by Her Majesty's Inspectorate in 1997. These concerned subject co-ordination, monitoring and evaluation of the curriculum and meeting the increasing special needs of the pupils. Use of classroom assistants is good, their many talents are recognised and used well. Teachers plan the involvement of classroom assistants and generally communicate well with them. There is now a much broader range of teaching strategies used to meet the needs of all pupils, both the more and less able. Monitoring of the curriculum is effectively and efficiently carried out. Termly plans and weekly forecasts are monitored effectively by the headteacher in his role as curriculum co-ordinator.
19. The curriculum provided is understandably weighted towards religious studies but it does now include all National Curriculum subjects. The current timetable does not always allow sufficient blocks of time for pupils to gain maximum benefit, particularly in literacy and numeracy. The allocations of time for Jewish studies and Davening are very good examples of the benefits of regular, concentrated timetabling. The curriculum is now much broader based and whilst foundation subjects such as history and geography do not have a high profile in the school, successful attempts are being made to improve this.
20. The delivery of cross-curricular work is a strength of the school as it pervades all subjects very naturally, for example planning unknown routes from home to work placements for work experience. The very many links between Jewish studies and, for example, music, art, history and geography add much to the whole-school curriculum. A weakness is that this very good work is not adequately recorded or formally planned for within schemes of work. The school is not giving itself credit for its high quality work.
21. An informal but comprehensive personal, social, and health education permeates every aspect of school life. All pupils have PSHE individual education plans with targets that vary from asking if pupils need help to visiting each other's homes.

Targets are invariably discussed and chosen by pupils, with careful guidance from staff. PSHE incorporates issues pertaining to self-help skills, personal hygiene, relationships, tolerance and citizenship. This, along with regular 'circle' time and Jewish studies, gives the pupils opportunities to understand themselves, fosters respect, co-operation, self-esteem and develops independence. It is a priority in the school development plan to formalise all aspects of PSHE into a planned programme and to fully resource it. A very real strength of the school is its excellent integration of pupils into mainstream and special schools within the Jewish faith. Almost nine-tenths of pupils benefit from regular integration. For some pupils, it is a social inclusion where they join mainstream peers for lunch and break-times, whereas other pupils participate in lessons. These sessions are well planned and organised with clear co-ordination of objectives between the participating schools. The very clear success of these sessions is a credit to all participants and institutions. The governors of the school have taken the decision that drugs and sex education will not be taught formally at Kisharon, but where requested by parents and when pertinent, information is given on a one-to-one basis by senior staff. Careers education is a part of PSHE at Kisharon. Pupils in Years 10 and 11 take part in work experience placements within the Jewish community and at large national stores. The experiences are meticulously planned and organised and prove most beneficial to pupils, raising their self-esteem and giving them confidence to, for example, travel by themselves on public transport. The school has close links with colleges of further education, particularly but not exclusively, the Kisharon Senior Centre.

22. Extra-curricular activities are a very positive, regular feature of the school day, both during lunch-breaks for all pupils as well as after school for the older pupils (who make up almost three-quarters of the school population). They involve activities such as cooking, sewing, modern Hebrew and the Duke of Edinburgh's Award scheme, including the sections on camping and the expeditions. Last year, four pupils gained their Bronze Duke of Edinburgh Awards.
23. The provision for pupils' spiritual development is excellent and very good for their moral, social and cultural development through the corporate life of the school, acts of worship, religious education and other subjects of the curriculum. This is a good improvement since the last inspection when provision for moral and social development was judged to be good and that for spiritual and cultural was deemed to be satisfactory. The school provides a welcoming and caring ethos and effectively shares and achieves its aims and expectations with parents who are happy that the school's values have a positive effect on their children. Provision for pupils' spiritual, social, moral and cultural development is a very real strength of the school.
24. The promotion and development of pupils' spiritual awareness is carefully planned and permeates the whole of school life. Jewish festivals are celebrated throughout the year. The whole spiritual ethos of the school was apparent in the joy with which a pupil celebrated his Bar Mitzvah during the inspection. The entire school celebrated with him, during the service and the celebration meal afterwards when pupils entertained with Hebrew songs and a piano recital. For the whole community, it was a time of joy and a coming together of the 'Kisharon family'.
25. The school makes very good provision for pupils' moral development, to enable pupils to distinguish between right and wrong. Much of this takes place in the day-to-day relationships in the school and is demonstrated through teachers' high expectations of behaviour and the excellent role models provided by all adults, both staff and volunteers. There are very good, constructive, friendly relationships between staff and

pupils. Classroom rules, which are discussed by pupils, promote a happy and caring environment.

26. Provision for pupils' social development is very good. It is evident in the way that pupils work co-operatively during lessons and care for each other during break-times. Kisharon pupils are made very welcome in mainstream schools, not just by staff but also by pupils, on a very regular basis. This is a testament to the success of the social skills aspect of PSHE. Pupils know how to conduct themselves in public. The youngest pupils understand how to behave on the minibus to swimming and that they must walk sensibly through a playground of children en route to the pool. Older girls know and use the social skills necessary to entertain guests when in a café and on the walk there and back.
27. The governors have agreed that the study of comparative religions will not be featured in the school. However, the school's provision for the development of the Jewish culture is excellent, and it is satisfactory in developing pupils' multicultural awareness. Overall, cultural development is nevertheless very good. Pupils learn about other cultures during their visits to museums and art galleries such as the Victoria and Albert Museum and The National Gallery. Within school, during music and dancing sessions, pupils learn English and Hebrew folk songs and dances as well as songs from around the world in singing and listening to music typical of a particular country. Jewish studies, including Davening, provide the formal aspects of the Jewish culture, but informally, it pervades the whole of the school day in a very natural, happy but respectful way. Pupils are taught respect for other cultures, for example in understanding that while it is against their religion to drive a car on the Sabbath, it is not so for other religions and that other people travel to their places of worship as they choose.
28. The school is committed to equality of curriculum access and opportunity. There is now an equal opportunities policy in place and a much greater awareness of the issues than in the previous inspection. For example, a pupil with severe learning difficulties is supported on work experience by one-to-one support. More thought too is given to the impact on pupils' curriculum caused by their withdrawal from the timetable for therapy. Often, the experiences they miss are made up at a later date. Boys and girls are educated separately and follow a slightly different curriculum. For example, senior boys go swimming and senior girls follow dance activities and gymnastics.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29. The school continues to provide a secure, caring environment in which pupils can grow and learn. Pupils' pastoral care and personal development are a high priority. This has a positive effect on standards. Procedures for monitoring academic and personal progress are satisfactory overall. All teachers know the children well. If staff have any concerns about a pupil's personal development, they discuss these sensitively with other staff and, where necessary, parents are invited to attend the school for further discussion. Since the last inspection, assessment of pupils' academic progress has improved. The new senior management has begun to address the assessment issues identified in the previous report. Satisfactory progress has been made in developing and refining systems that both support pupils' personal development and monitor their academic progress. At the time of the previous inspection, assessment was judged to be unsatisfactory; it is now satisfactory and improving further. This represents a satisfactory improvement.
30. The senior management team has put in place a uniform system for promoting pupils' personal development and monitoring their progress. There is now a much clearer link

between assessment, planning, teaching and learning. Individual education plans are now more precise and usable though still in need of further development. There are annual assessments in English, mathematics and science which measure progress and inform support and planning. A marking policy has been introduced and is making an impact, although it is not yet totally consistently implemented across the school.

31. In a very small school such as Kisharon, staff know pupils really well. They offer constant support and encouragement in lessons and throughout the school day. They take great care to ensure that pupils are settled and at ease and can make the most of all the learning opportunities. All staff are aware of the procedures for identifying, assessing and providing for such pupils and the school fully complies with the requirements set out in the Code of Practice. Pupils' individual education plans and statements are regularly reviewed and parents are fully involved and kept well informed. Staff arrange, attend and invite key people to contribute to all reviews. They make sure that the provision is re-examined in the light of any progress or regression that the pupils have made.
32. The targets for pupils' personal, social and health education are given high priority. They are aimed at developing pupils' independence and have an equally clear focus on developing pupils' inter-personal skills. In the best lessons, older pupils are reminded of their targets and take great pride in planning and evaluating their own progress towards them. The involvement of parents using the home/school books is a significant feature of the system and contributes to the good and often very good progress that pupils make.
33. Whilst assessment systems are firmly embedded in the core subjects of numeracy, literacy and science, in other subjects they require further development to ensure the same level of efficiency. Annual reports to parents meet statutory requirements but need to state more clearly what pupils know, understand and can do.
34. The school has few attendance problems. Monitoring arrangements have improved. Registers now comply with legal requirements. Parents are aware of their responsibility to notify the school of reasons for absence and most do so. Where this does not happen, the school telephones home at the earliest opportunity.
35. Measures to promote good behaviour are very good. Although the school's written policy is brief and does not include a lifting and handling policy, all staff are aware of the school's principles and apply them consistently and in accordance with Orthodox requirements. Parents are happy with the school's discipline. Child protection measures are appropriate. The school's policy has been prepared in conjunction with the local education authority. The school has a comprehensive range of health and safety policies. All staff pay proper attention to health and safety in school and on outside trips.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

36. Parents' views of the school are very good as the school has developed a close partnership with parents which is beneficial to the pupils' education. Most parents who returned the questionnaire felt that the school works closely with parents. They feel comfortable about approaching the school with any problems. Parents appreciate the school's teaching on Jewish studies and welcome the improvement this brings to their child's understanding of Orthodox rites and teaching. They also value the chance for their sons to celebrate their Bar Mitzvah at school. Staff liaise closely with parents

about this. If parents wish their daughters to celebrate Bas Mitzvah, the school will also make these arrangements.

37. The school benefits from donations from parents and members of the whole Jewish community. In addition, numerous volunteers assist with celebrations and class activities. This has a positive effect on pupils' progress and development. Their value as members of the community is enhanced.
38. The quality of information provided for parents is satisfactory. Parents are welcome in school to discuss their child's progress. The headteacher is available as often as possible to see parents. Class teachers telephone parents to discuss children's learning. The home/school books are a useful means of communication between staff and parents. However, not all teachers use these regularly enough. When they are used regularly, parents value the dialogue between home and school. This is particularly relevant for those parents who live a long distance from the school. The quality of pupils' annual reports varies. The better reports contain clear details of pupils' progress in each subject and give parents a clear understanding of what a child knows, understands and can do, whilst others do not contain sufficient details. Annual reviews are thorough. Parents' views are noted and, where appropriate, advice is given on how parents can help their child at home.
39. Parents feel that the headteacher and staff listen to their comments and suggestions. Together they work to develop the school and to improve the provision. This is an effective partnership.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40. The headteacher has been in post for less than a year but in that time, with the support of his deputy, he has established his position as a strong leader with very clear vision for the future of the school. The headteacher and deputy headteacher meet regularly and form the senior management team for the school. They work well together in a successful and effective management partnership. The governing body, which was formed as a result of a recommendation in the previous inspection report, works closely with the senior management team and together they form a strong steering group.
41. The executive director, the administrator, developments manager and trustees work closely with the governors to ensure the sound overall management of the organisation. Meetings are carefully recorded and the minutes are full and informative. The managers of the group are united in their vision concerning Kisharon Day School which is to ensure that it meets its aims and continues to develop its provision to meet the ever increasing demands being made upon it. The strengths and weaknesses of the school are discussed and, where there is need for improvement, action is taken to address these shortcomings. The administrator works very effectively to ensure that principles of best value are applied consistently.
42. The school's finances are very well managed and monitored by the director, headteacher and the administrator. Much of the financial management is supported through the school's use of information and communication technology and the school uses commercial software packages to manage its finances. The school also buys technical support for these systems to ensure their efficiency and effectiveness at all times.

43. Staff meetings are held weekly in the school and they are well managed to ensure that time is used efficiently. There is the opportunity for every member of staff to make some contribution to the agenda and discussions during the meetings. Staff work well together and support each other in their different roles. Many of the classroom assistants play key roles in the religious teaching and practice of the school. The professionalism of all staff promotes the aims of the school very effectively.
44. However, there are some weaknesses in leadership and management at subject co-ordination levels and these have a limiting effect on the school's performance in some areas. The role of subject co-ordinators for foundation subjects is underdeveloped. The co-ordination of these subjects is being managed by the headteacher, but this is only on a temporary basis. The headteacher has put the school's approved appraisal procedures for teachers 'on hold' for this academic year until he has fully established his new style of management. The headteacher monitors the teaching in the school and is clearly aware of the strengths of the staff and the areas for development. He also monitors the management responsibilities of staff and how effective they are in fulfilling them.
45. The school is aware of these shortcomings and there are plans to address them in the school development plan, which has a wide range of areas for development. These are clearly presented and are given priority ratings as well as cost and resources implications. Success criteria are included as well as target dates. The development plan addresses all areas of the school including specific details of standards of pupils' work and assessment policies, issues concerning inclusion, staffing, curriculum and building. The comprehensive plans cover a three-year projection as well as detailed plans for the forthcoming year. A strength of the plan is its reflection of the school's mission statement to provide 'a supportive environment enabling all the pupils to reach their potential both academically and socially'.
46. The headteacher plans to reintroduce staff appraisal and professional development procedures in the next academic year. There is a list of general targets for the school which are a reflection of the school's commitment to improvement. Targets are written which will improve the levels of performance of all the pupils. They cover core subjects, religious education, personal, social and health education as well as improved behaviour and homework targets.
47. The overall provision of staff is very good and impacts positively on pupils' progress and achievement. This maintains the position of the previous inspection. Staffing is generous. While not all co-ordinators are qualified in the subjects they lead, a number of teachers have specialist qualification or relevant experience in English, mathematics, science and information and communication technology. Two of these have additional qualifications in special educational needs.
48. Staff are well supported in their work by an adequate number of classroom assistants and part-time instructors for physical education, design and technology and Jewish studies. The school makes very effective use of a range of part-time therapists to improve its provision for pupils with additional special needs, including those for speech, music, physiotherapy and occupational therapy. There is good liaison between teachers and therapists who feel that they are valued team members in the school. The school is well served by its secretary. Her unobtrusive efficiency contributes to the smooth running of the school.



49. There is a very good induction programme in place for all teaching staff new to the school. This includes the paid opportunity to shadow the person leaving for two weeks at the end of a term and an annual inset day held by the Kisharon organisation on all procedures. Current provision for in-service training has improved since the previous inspection but there are still areas that require improvement concerning teachers' expertise in specific subject areas.
50. Accommodation is satisfactory overall and remains largely unchanged since the previous inspection. It is secure, clean, well maintained and attractively displayed. This encourages pupils to care for the accommodation. It is adequate for the delivery of the National Curriculum. There are several specialist areas to provide for pupils with additional special needs and, though classrooms are small, they are adequate for the size of classes. The lack of specialist accommodation to carry out practical investigative science restricts the learning opportunities of higher attaining pupils. Outside, the small playground is safe and well equipped. Health and safety matters are a high priority and are regularly monitored. While all areas of the school are fully accessible to the pupils on roll, the narrow staircases makes it difficult for staff to help pupils with physical disabilities up or down stairs.
51. Learning resources have significantly improved since the previous inspection and are now judged to be good overall. There have been large investments in English, mathematics, science, design and technology and information and communication technology. Good resources challenge and motivate pupils and as a result, pupils' progress and achievements improve. For example, the good provision of materials to support the National Literacy and Numeracy Strategies has contributed to the progress pupils have made in English and mathematics. Personal, social and health education is the focus for development this coming year. The small outdoor adventure playground is well maintained. Robust playground equipment provides good opportunities for exploration and physical challenge, particularly for younger pupils.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

52. Whilst maintaining and developing the school's many strengths, in order to improve further the quality of education, the headteacher, governing body and staff should:
  - (1) ensure that assessment procedures are developed and implemented in all subjects which will enable all teachers to record clearly the attainment of all pupils. From this information, the teachers will then be able to identify clearly the progress that pupils are making during their time at Kisharon Day School; (Paragraph 15)
  - (2) organise the school day to ensure that there is sufficient allocated time to teach literacy and numeracy skills in line with the National Literacy and Numeracy Strategies as a matter of good practice; (Paragraphs 15 & 19)
  - (3) increase the emphasis on the teaching of information and communication technology through other subjects in the school; (Paragraph 15)
  - (4) ensure that there is a full programme of in-service training for all teachers to enable them to take on the responsibilities and co-ordinate foundation subjects effectively. (Paragraphs 15 & 44)

The following minor issues should also be addressed:

- (5) Ensure that TEACCH strategies are used whenever they are appropriate.
- (6) Ensure that all teachers mark the work of pupils regularly in a way that can be used to identify the progress made by individual pupils.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 41 |
| Number of discussions with staff, governors, other adults and pupils | 36 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 15        | 32        | 36   | 17           | 0              | 0    | 0         |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

| Pupils on the school's roll   | No of pupils |
|---|--------------|
| Number of pupils on the school's roll                                 | 22           |
| Number of full-time pupils known to be eligible for free school meals | 4            |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 1            |
| Pupils who left the school other than at the usual time of leaving           | 1            |

### Attendance

| Authorised absence | %   | Unauthorised absence | %   |
|--------------------|-----|----------------------|-----|
| School data        | 4.9 | School data          | 0.1 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment

|  |
|--|
| Pupils follow the ASDAN nationally accredited courses. |
|--|

During the last academic year 4 out of 6 pupils have successfully completed the following modules. 2 pupils received 'no help' and two received 'spoken help'.

- Independent Living Skills
- Self Advocacy
- Positive Self Image
- Personal Development
- Personal Autonomy

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 22           |
| Any other minority ethnic group | 0            |

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YN – Y11**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 6.2 |
| Number of pupils per qualified teacher   | 3.5 |
| Average class size                       | 4.4 |

#### **Education support staff: YN – Y11**

|   |     |
|---|-----|
| Total number of education support staff | 6   |
| Total aggregate hours worked per week   | 136 |

*FTE means full-time equivalent.*

### ***Financial information***

|                |           |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 548,473 |
| Total expenditure                          | 548,468 |
| Expenditure per pupil                      | 20,314  |
| Balance brought forward from previous year | 0       |
| Balance carried forward to next year       | 5       |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 22 |
| Number of questionnaires returned | 16 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 100            | 0             | 0                | 0                 | 0          |
| My child is making good progress in school.  | 69             | 31            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 69             | 31            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 38             | 19            | 13               | 6                 | 25         |
| The teaching is good.  | 81             | 13            | 0                | 6                 | 0          |
| I am kept well informed about how my child is getting on.                          | 81             | 13            | 6                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 88             | 6             | 6                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 63             | 31            | 0                | 6                 | 0          |
| The school works closely with parents.   | 81             | 13            | 0                | 6                 | 0          |
| The school is well led and managed.  | 88             | 6             | 6                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 88             | 13            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 81             | 0             | 13               | 0                 | 6          |

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

53. Standards of achievement are good for pupils up to the age of eleven years and very good for pupils up to the age of 16 years. This is a significant improvement since the last inspection and is a result of consistently good teaching across the school, good subject leadership and the effective use of new resources. The partial implementation of the National Literacy Strategy has also had a positive impact on standards. Significant features of all lessons are the opportunities given for quality speaking and listening activities and the effective models of spoken and written English provided by all adults. This is particularly important for a few pupils for whom English is an additional language. Pupils' positive attitudes to the subject, their good behaviour and pride in the presentation of their work also contribute to the progress they make.
54. Pupils up to the age of eleven and those with severe and complex needs make good progress in speaking and listening, reading and writing. Teachers have established consistent routines and expectations which enable pupils to settle quickly and relate well to each other. They are learning to pay attention and respond to others. They follow simple instructions because the teachers make sure they have good eye contact with key words like 'Good looking'. They are able to communicate simple choices, likes and dislikes. Some communicate through the Picture Exchange Communication System (PECS), and through signing. They make good use of objects of reference that signify specific lessons, activities and needs. Older pupils follow what others say and respond appropriately to comments directed to them.
55. All pupils in this age group cohort enjoy books because they are attractive in appearance and reading is made a pleasurable experience. Resources are varied and plentiful and enable teachers to challenge pupils with a range of reading experiences such as taped stories, games, play scripts and computer software. Lower attaining pupils are beginning to understand how books are organised because teachers clearly explain and demonstrate. They know that words, signs and symbols carry meaning. They know that in English, print is read from left to right and from top to bottom. They recognise their own names and some familiar words in the reading scheme like 'bucket' and 'spade'. They recognise most letters of the alphabet by sight or sound. Higher attaining pupils read familiar text with meaning. They show an understanding of the texts by recounting the main events or characters and by making their own comments on what they have read. One pupil reads fluently and above his chronological age.
56. Pupils also make good progress in writing from a low base of prior learning. They learn how to sit and hold a pencil properly. Adaptive holding grips are provided for pupils with physical disabilities. Lower attaining pupils make marks and scribble but they are beginning to understand that these convey meaning. Others produce some meaningful print, signs or symbols associated with their name and copy under or over a model. Higher attaining pupils use phrases and simple sentences to convey meaning and ideas. The teachers place appropriate emphasis on letter formation, punctuation and spelling so that pupils' handwriting and the use of full stops and capital letters improve. One pupil writes at great speed and quantity to express his ideas. His writing is untidy and disorganised but his spelling is good. A teacher managed him in a positive way in a one-to-one situation on a unit of work on 'Little Red Riding Hood', so that his energy and attention was focused on improvements.

57. Pupils aged 11 to 16 years make very good progress in speaking and listening, reading and writing as a result of teaching that is consistently of a high quality. Relationships between the groups and the teachers are excellent so that pupils are confident in the learning situation and are prepared to try and risk failing. They contribute readily to discussions, learning not to interrupt and allow other pupils their turn. They express themselves well using appropriate vocabulary. The teachers value all contributions. They ask questions of varying difficulty and allow pupils time to respond so that everyone is fully involved.
58. Pupils' reading is progressing well. They have learnt and consolidated a range of strategies to attempt unknown texts in books, poems and plays. Lower attaining pupils are building up a sight vocabulary and use pictures and phonic sounds as clues to meaning. They express their response to texts by answering questions that convey understanding. They read, match and spell simple rhyming words like 'eggs' and 'legs', 'liver and shiver'. Higher attaining pupils read a range of text fluently and accurately. They read independently both fiction and non-fiction. They use their knowledge of the alphabet to locate words in the dictionary or information in books. In a moving Bar Mitzvah ceremony, attended by family and friends and the whole school, a girl, once an elective mute, read out a beautiful poem she had composed over a four week period - 'A Happy Bar Mitzvah'.
59. Pupils' writing is developing well. Teachers challenge them with a range of activities that match their learning levels and as a result, pupils make good progress. Lower attaining pupils use wordbooks to write simple sentences. They know when to use capital letters and full stops. Higher attaining pupils write for a range of purposes. One read out a poem that she had written in rhyming verse – 'I've never seen a snail dancing on a pail'. Others were working on instructional text. They read words like 'immediately', 'belongings' and 'assembly' from a fire notice. The teacher explained patiently and clearly the key elements of a notice, drawing pupils' attention to a variety of notices so they understood what was expected of them. They knew when making up rules for a game of noughts and crosses, that instructions must be simple, in order and easy to follow. They understood that a draft is a first attempt that can be corrected, improved and ultimately published.
60. The literacy lunch-time workshop held in the hall and involving all pupils and all teachers is a wonderful initiative. It is a clear statement to pupils that literacy skills are important. Teachers, including the headteacher, sit at tables with different literacy activities and resources and groups of pupils rotate around them. In this way, younger pupils model themselves on older pupils and see them working in a purposeful and responsible manner. Teachers gain experience and expertise as they are given the opportunity of working with different age groups and with a wide variety of resources. The success of these sessions owes much to the organisation and preparation beforehand and the enthusiasm and motivation of all staff involved.
61. There have been huge improvements in this subject since it was judged largely unsatisfactory at the last inspection. The subject is well led by a new and specialist co-ordinator who provides a clear sense of direction for future developments. She is also empowered to monitor the delivery of English across the school. This has resulted in a consistent approach and a sharing of expertise and has impacted positively on pupils' progress. There has been substantial investment in resources. An age-appropriate scheme of work has been adapted that contains a good balance of activities covering all the attainment targets. A new reading scheme has also been introduced supported

by a simple but effective reading record. Pupils' interest in reading is encouraged by a service level agreement with the Barnet Library Service. Homework is now a regular feature of all age groups and this consolidates and extends pupils' learning and involves parents and carers in a meaningful partnership.

62. Literacy strategy training has been held internally but the school timetable does not allow sessions that are long enough to include all elements fully. Literacy skills are regularly reinforced in other areas of the curriculum. There are not enough multicultural texts in classrooms and the library. Information and communication technology is not used enough in other subjects to help pupils to learn or to help in the presentation of their work. Plans are in hand to refurbish and restock the library and to make it a much more attractive place for pupils to read for pleasure or information. The teaching and provision for English is a growing strength of the school.

## **MATHEMATICS**

63. Standards of achievement and progress made in mathematics are good. This is a great improvement since the last inspection when they were unsatisfactory in almost half of all lessons. The National Numeracy Strategy (NNS) has been introduced but the school timetable does not allow sufficient time for pupils to gain the full benefit. However, there are some classes where the implementation of the NNS is very effective.
64. Pupils aged five to eleven make good progress both in lessons and over time. They are developing good numeracy skills overall. For example, less able pupils sort a variety of articles, including cutlery, into red or yellow groups; with adult support they concentrate well and progress is very evident. They extend this knowledge by threading the correct colour beads and drawing with a large red felt pen. Pupils use toy bears to count to two and then with much support, count to three using support staff's fingers as well. Pupils have some understanding of the concept of big and little. More able pupils count with ease, for example joining two numbers to make 100, sorting odd and even numbers and ordering correctly a selection of hundreds, tens and units figures. They create and read simple graphs about their favourite colours. When working on time, pupils recognise 'o'clock', 'quarter' and 'half past' the hour and 'quarter to' the hour as well as understanding the routine of the day. They are beginning to use money in practical games and ring the change needed when spending £1.99 using a five-pound note.
65. By the age of 14, most pupils understand the concept that money is used to buy and is exchanged for items. More able pupils know that a one pound coin and a fifty pence piece is sufficient to pay for a drink in a café, less able discover this with much support. They use this knowledge in real life situations when ordering and paying for their drinks at a local café. Pupils begin to grasp the concept that a multiple of five always ends in a five or a nought and use this information in their calculations. More able pupils understand place value, for example, recognising 720000 as seven hundred and twenty thousand. Least able pupils recognise simple shapes such as squares, circles and triangles and fit them in a shape board instantly while having more difficulty with shapes such as hexagons, but after trial and error, achieving success in placing them correctly.
66. By the age of 16, more able pupils compare prices in supermarkets, having already calculated how many litre cartons of apple juice would be needed for a school 'Maths Day Party', and buy the relevant number. They understand the duration of time and



estimate the duration of five minutes. Pupils use their mathematical and geographical knowledge to discover the best routes from home to work experience. They have a growing knowledge and understanding of number using, and learning, times tables. Less able pupils count in tens using a number line, relating this information to the use of 10p in shopping. They match words to numbers, for example 16 is the same as sixteen and achieve simple calculations such as  $4+3=?$  and write the number that is 1 less than 4.

67. Pupils respond well in mathematical lessons. They behave very well and listen attentively. Even the least able take some responsibility for organising their own resources, for example putting completed work in their individual 'Finish' box.
68. The quality of teaching is good. This is a significant improvement since the last inspection when almost half of all lessons were unsatisfactory. During the inspection, six out of ten lessons were good, one was very good, one excellent and one barely satisfactory. There is, however, a lack of consistency in the teaching of the youngest pupils, at best it is excellent, at worst it is barely satisfactory. This has a direct correlation with teachers' planning. Teachers generally plan very well and work at a pace that ensures that all pupils understand what they are being taught. Extra support is given to pupils with most need and extension work is provided for more able pupils. This results in pupils being fully involved and successful. Successful teachers use a wide range of resources, both professionally produced and of their own making/design. For example, a most successful lesson in counting used coins as opposed to number blocks when counting in twos, fives and tens, thus consolidating a pupil's understanding of number and giving her a very good experience of handling money at the same time. Where teaching is less satisfactory, planning is minimal and of poor quality with few strategies in use to provide consolidation and variety of task. Assessment and recording are now satisfactory and consistent across the school. This is an improvement since the last inspection. In the main, classroom assistants are used well; there was an isolated incident when a classroom assistant was left with too much responsibility and understandably lacked the expertise to apply a variety of teaching strategies in the lesson.
69. The subject co-ordinator provides good leadership and management in the subject. She has worked hard to introduce and implement the National Numeracy Strategy. This is hindered by the constraints of the present timetable which make it impossible to follow the format of the numeracy hour. The youngest pupils' numeracy lessons are timetabled for 30 minutes but this is shared with circle time; consequently, the mathematical content usually lasts for 20 minutes. This has a limiting effect upon pupils' progress. The oldest pupils have four discrete numeracy sessions of 45 minutes plus cross-curricular work in their accredited courses. This gives them a greater proportion of time in which to learn. Since the last inspection, the co-ordinator, in close liaison with her colleagues, has successfully introduced a new and relevant curriculum. Where it is not suitable for the youngest and/or least able pupils, she has written good quality schemes specifically for them. The content of the curriculum now fully meets the National Curriculum requirements. This is an improvement since the last inspection. Resources for learning have been improved considerably since the last inspection.

## **SCIENCE**

70. The progress that pupils make and their achievements are good throughout the school. This shows good improvement since the last inspection. The staff follow a

commercially prepared scheme of work which takes three years to complete. In addition to this, the teachers take the opportunity whenever possible to make links with other subjects. This is especially true of food technology where an excellent science lesson was taught to Key Stage 4 pupils. Here, they learned about micro-organisms and how food, water and warmth are needed in order to grow. Pupils carried out a practical experiment using yeast as the micro-organism. A carefully managed control experiment was carried out alongside the main activity, this reinforced the validity of their findings.

71. Following the science lesson, the teacher went on to help pupils learn to make dough, which was then baked into 'Challah' bread for the Sabbath. These lessons were excellent and successfully linked the knowledge of science with the practicalities of making dough. Pupils learned how to feed the yeast and kneed the dough, which was then left in the warm room to rise before being placed on a tray and baked in the oven.
72. The youngest pupils in the school in Key Stage 1 make good progress as they learn to classify materials. For example, one pupil has learned to sort solid objects into those that can be picked up with a magnet and those that cannot. These young pupils progress to consider the different forces that can act upon an object. They also learn how a person can exert different forces such as pushing, pulling, lifting, kicking and cycling.
73. As pupils grow older, they learn effectively about the life-cycle of a plant and what it needs to grow. Pupils learn to record their own experiments and make careful notes and diagrams of the apparatus that has been used and the results that were obtained. One lesson was observed where the pupils were studying how a plant transports water through the stem to other parts. The teaching was good and the pupils' behaviour and attitudes were good. Consequently, they made good progress in their learning. Pupils made sensible comments and the teacher asked challenging questions of the pupils.
74. By the end of Key Stage 3, pupils have a basic knowledge and understanding of electricity and simple circuits. They know that an electric current is made up of electrons which move through wires and can create heat, as in an electric fire. Pupils also understand that in special circumstances, as in a light bulb, the electricity creates heat of such a degree that it becomes light. They go on to learn about magnetic forces, the force of gravity and the force of friction.
75. By the end of Key Stage 4, pupils are able to carry out some of their own experiments. Pupils learn effectively how to separate solids from liquids using a filtering process. Pupils also successfully study and record the weather around Golders Green.
76. The scheme of work is closely linked to the National Curriculum for science and offers a broad and reasonable well-balanced programme of work. The good quality of teaching is characterised by the good knowledge and understanding of the subject by the teachers. The teachers are also very knowledgeable about the pupils in their charge, their strengths and the difficulties with which they have to cope. As a result, the teaching is challenging and yet appropriate to the attainment levels of the pupils, which are quite varied.
77. The quality of teaching is good overall. Lessons are well prepared and take into account the learning difficulties of the pupils. The teachers have very good knowledge

of the pupils, their likes and dislikes, their strengths and weaknesses. This enables them to make sure that the work that is expected of them is within their capability and yet is still challenging for them. In this way, the teachers help to keep the pupils well motivated and excited by the work they are doing. Assessment procedures are satisfactory as pupils' work is assessed at least termly, often half-termly. The teaching of science has improved and staff are more confident now that there is a clear and secure scheme of work for them to follow.

78. The very effective management by the teachers and the very good behaviour of the pupils results in very good learning by the pupils. They are keen to learn, enjoy the lessons, they make a great effort to work hard and rise to the expectations of the teachers.
79. The classroom assistants play a very important role in the lives of the pupils and are an invaluable support for the teachers. They ensure that all pupils have good access to the lessons and give extra support where it is needed. Accommodation remains unsatisfactory. There is still no specialist area for the teaching of science in the school and this has a negative impact on the pupils' learning. Because of the lack of specialist provision, it is not possible for many pupils to have 'hands on' practical experience in many of the lessons; it is this omission that is such a weakness.
80. There are sufficient staff to teach the subject and resources for the teaching of science are on the whole satisfactory. The school also makes good use of local resources. There is a park close by the school which they often visit, and there is the opportunity to look at the pond and do a bit of pond dipping. Pupils learn to enjoy and value their surroundings. This is a very positive aspect of the life of the school. Teachers organise visits to the Science and Natural History Museums in London and these are very popular with the pupils as it gives them the opportunity to see science in action. The school organises residential activities for the pupils each year and there is always a science component in the experience.

## **ART AND DESIGN**

81. All pupils achieve well in art, they are keen to work and enjoy the subject. Pupils make good progress at all key stages. During the inspection, a great deal of the art work in lessons focused on the forthcoming Bar Mitzvah celebrations for one boy which were to take place on the last day of the inspection. There was great excitement in the school and all pupils wanted to express their feelings through the work that they were doing.
82. The youngest pupils in Key Stage 1 were busy making a celebration card. The lesson was carefully planned and the pupils were keen to take part. Pupils followed the teacher's instructions carefully and with the help of the classroom assistant, all pupils had a hand in making the card and created stencilled pictures of flowers. Pupils learned to dab the paint through the stencils using a small sponge. The plenary session at the end of the lesson highlighted the achievements of the pupils and also some of the difficulties that had been experienced by class members. Pupils were encouraged to admire the work of the other members of the class.
83. By the end of Key Stage 2, pupils have gained in skills and competency. These pupils were well-motivated thanks to the skills and enthusiasm of the teacher. She had prepared a very good poster to congratulate the Bar Mitzvah boy. All pupils took part and mixed their own colours using large sponges. They then decorated the large

poster which had silhouettes of letters already attached to it. When the teacher removed the silhouettes, the pupils were amazed at the effect that they had produced. The teacher has a very good understanding of the severe difficulties that the members of her class experience.

84. By the end of Key Stage 3, pupils have learned to work in groups to a large extent and in this case, pupils were making a large display that says 'Mazal Tov' – congratulations. The higher attaining pupils were able to work independently or in small groups. One couple of pupils made a very impressive paper mosaic of the number 13 to show the age of the Bar Mitzvah boy. A larger group was unsuccessful in working collaboratively but redeemed themselves by working very well on independent projects. The teacher was skilled and successful in turning an art disaster into an art success.
85. The senior pupils in Key Stage 4 enjoy a variety of different media in which to work. They often choose to work in paint or in pencil as they sketch flowers. One class learned the skills of marbling paper, using special inks. Their behaviour was excellent, one pupil took the lead as a support for the teacher and worked as her assistant. This group had a wide range of ability levels within it; these difficulties were overcome thanks to the excellent attitudes of the more able pupils who were delighted to help and support those that were less fortunate than themselves.
86. The quality of teaching is good for pupils up to the age of 14 years and very good for pupils up to 16 years old. Teachers have a good knowledge of the subject and plan their lessons well, taking into account the learning difficulties of the pupils. They have very good relationships with the pupils and expect high standards of work from them. There is no substantive art co-ordinator; however, the work is well co-ordinated and a great deal of reorganisation has taken place within the last year. There is no specialist art room or designated area for teaching art. This takes place in the classrooms. There is, however, a central resource area for materials. These are well managed and carefully distributed by a temporary co-ordinator. The school has a good range of materials with which to work and the co-ordinator has purposely limited the number of colours of paint that are bought. This wise move makes sure that pupils who wish to use special colours have no choice but to mix their own. Resources for artwork in the school are good, but there is no special area for teaching art. There is no provision for messy work, three-dimensional sculpture or investigative artwork. This is an area that could be improved within the school.
87. Pupils are well motivated and behave extremely well during lessons. The relationships between the pupils and the teachers are excellent and this enables pupils to work without fear of disappointment or ridicule. All teachers are encouraged to display the work that the pupils produce and this is done very effectively and all the work of the pupils is displayed so that everyone has the delight of seeing their own work on display.
88. There is no formal scheme of work for the subject and this is unsatisfactory and needs to be addressed as a matter of urgency. There is, at present, no formal way of assessing and monitoring the progress of the pupils as they pass through the school. For these reasons it is impossible to do justice to the work of the teachers and the achievements of the pupils in this popular subject.

## **DESIGN AND TECHNOLOGY**

89. Design and technology within the school is an area that has improved greatly since the last inspection but is still in need of a great deal more development. There is teaching that involves the use of resistant materials and also teaching of food technology. There is video evidence of work that has been done involving the making of musical instruments, and other work involving simple electronic circuitry to create 'Morse' transmitting machines. Much of this was done when the whole school enjoyed a 'technology' day.
90. The scrutiny of records shows that pupils in Key Stages 1 and 2 learn to cut timber correctly, identifying the tools required. They then progress to the use of glass-paper to produce a smooth surface on the timber. Other young pupils have designed and made pencil holders for their desks. They have used cardboard tubes of different diameters, these have been successfully glued to a base made of strong card. The whole article has then been painted carefully to make it into an attractive piece of equipment.
91. Pupils in Key Stage 3 gain in confidence and in skills each has individual targets to meet as far as his or her work is concerned. Records of achievement of pupils are not sufficiently detailed and there is room for improvement in the overall planning. There is no formal scheme of work for the subject and there is no one member of staff that has full responsibility for the subject.
92. There is some good work in food technology where teaching and learning are both good. In one lesson observed, the pupils and teacher made some special biscuits to be eaten at the Bar Mitzvah celebration. In this lesson, pupils learned to rub fat and flour together to make a pastry. They measured the ingredients by counting spoonfuls and, when the biscuit pastry was ready, they rolled it out carefully, cut it to shape and then prepared the biscuits. They rolled the pastry carefully around a small amount of jam and raisin mixture before they were placed onto a greased baking tray.
93. Five of the senior boys have the opportunity to work with resistant materials in a fine workshop that has recently been built for the school. This offers them the opportunity to make wooden furniture and fittings. The workshop is very well organised and managed to ensure safe practice and efficient use of materials. Pupils learn how to use a mitre saw to cut the timber accurately. They also learn to use an electric mortising machine when making frames for small stools or tables. The pupils are justifiably proud of their achievements. Unfortunately, it is only a small proportion of the school that gains benefit from this provision. This is an area in need of much further development.
94. The accommodation is good for resistant materials. Care is taken to ensure that the environment is safe. The tools and equipment in the workshop are of high quality and are well looked after. The quality of teaching that the small number of pupils receive is good but there is no formal scheme of work to enable clear identification of individual progress for pupils. The procedures for assessment and monitoring of pupils' work are underdeveloped. There is no substantive design and technology co-ordinator and although the teaching they receive is good, there is no one with overall responsibility for the subject. This is an issue in need of resolution as soon as possible.

## **HUMANITIES (HISTORY AND GEOGRAPHY)**

95. Standards achieved and the progress made in the two lessons observed was very good. This is a very good improvement since the last inspection. However, a scrutiny of past work showed that standards achieved and progress made over time are satisfactory. Until recently, history was not included in the curriculum and geography was basically limited to pupils learning a little about their own and the school's locality. This has now improved. Humanities are timetabled for all Key Stages 1, 2 and 3 pupils and are beginning to have a higher profile within the school. The humanities teaching within Jewish studies is of a very good standard but is understandably restricted in content.
96. By the age of eleven, pupils begin to have an interest in how other societies may have lived and suggest comparisons between different civilisations, for example their own homes and those of the Ancient Egyptians. More able pupils know their own address and understand how the ancient Egyptians made bricks to build their houses, whilst less able pupils realise that they make a journey to and from school that takes a long time and remember that bricks were needed for building. Towards the end of Key Stage 2, pupils learn about the Victorian era and compare Victorian toys to their own. More able pupils understand the differences between their school life and that of a Victorian child and recognise the Queen Mother from pictures.
97. By the age of 14, more able pupils identify changes and differences over time since the 1940s. They know a decade is ten years and correctly place decades from 1940 to 2000. Pupils discuss differences over 60 years, for example telephone, toilets, kitchen furniture and a classroom. They remember what they had seen in a 1930's house during a visit to the Imperial War Museum. Less able pupils recognise a street scene and name a van, car, bus, telephone box and streetlights when looking at a book. As they walk down a local street, they identify with help, street lights, cars, lorries, a bus stop, telephone box and a rubbish bin.
98. The quality of teaching and learning observed is very good and is now leading to very good progress. Teachers' planning indicates that appropriate activities take place and the relevant resources are used very well. For example, laminated pictures of household items and model cars and vans. A strength of teaching is the very good questioning used in lessons which ensures that pupils of all abilities are involved, interested and learning. Work stimulates both the more and the less able pupils. For example, more able pupils research a topic independently using pictures and books and record their findings on computer. Less able pupils have more concrete objects such as models and more specific pictures to use and compare.
99. There is no discrete co-ordinator for humanities, it is overseen by the curriculum co-ordinator. Long- and medium-term planning is satisfactory; it is done using a modular approach by the staff as a whole. Modules are planned termly and in this way a scheme of work is being built up. Resources, including library books, are very limited and insufficient to support the wide range of ability found in the school. However, good use is made of the local area and major London museums. The school is aware of the need to further develop history and geography and has plans to do this in the future.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

100. The standards achieved and the progress made by pupils in information and communication technology are satisfactory. This is an improvement on the previous inspection when standards were unsatisfactory overall. The previous report made no

judgement on teaching but found that computers were in need of replacement and the range of use was limited.

101. Pupils up to the age of eleven and those with severe or complex learning difficulties make good use of computers in support of literacy and numeracy. Pupils are able to use touch screens for word, shape, size and letter matching exercises. Lower attaining pupils achieve control through the effective use of adapted equipment such as roller ball switches and touch screens. Computers are used in conjunction with the Picture Exchange Communication System to help non-verbal pupils to communicate. Higher attaining pupils successfully work with a range of programs. They understand instructions and switches that make things happen, for example, tape recorders, televisions and battery operated toys. They understand directional language – ‘forward’, ‘backwards’, ‘right’ and ‘left’ – to operate a floor turtle. They are developing mouse control and are at the early stages of keyboard manipulation.
102. By the age of 16, higher attaining pupils have reached a level of proficiency that enables them to work independently. They are familiar with a range of programs, for example word processing and graphics packages, which they can load. They transfer scribed work to a word processing program where they select different fonts, use capital lock, save and print their work. With guidance and support, they operate CD-Roms and are making satisfactory progress in working with databases, the use of e-mail, spreadsheets and talking multimedia books with alternative sound and images. They have appropriate mouse control and keyboard skills. Lower attaining pupils continue to work on cause and effect through the further use of switches.
103. Most evidence to judge teaching has been obtained from pupils’ and teachers’ records and in the general use of ICT around the school. The overall quality of teaching is satisfactory and was good in the one dedicated lesson observed. The teacher is sufficiently confident and skilled to make use of computers in her lessons. Pupils used the Clicker 4 program to produce a multi-media science book. The task was clearly introduced and demonstrated so pupils knew what was expected of them. The teacher enjoyed the confidence of the pupils so they volunteered to try to work on the computer. Her planning was well focused on the individual needs of pupils so that all were challenged at an appropriate level. Effective use was made of the teacher assistant to support individuals. The pupils were well motivated. They enjoyed presenting their work clearly and professionally.
104. There have been other improvements since the previous inspection. The subject is now well led and monitored by a specialist. He has adapted an appropriate scheme of work which is supported by planning sheets and end of module assessments. There has been a very good investment in computer hardware and software and most classes have access to two multimedia computers. One computer is linked to the Internet. Most classes have a dedicated ICT lesson. Adapted hardware ensures that pupils with severe and complex learning difficulties have equality of access to the subject. In spite of these improvements, ICT is not yet firmly embedded into all classrooms and into all subjects. Senior management is aware of the need for further training to improve the confidence and expertise of teachers in using ICT across the school.

## **MODERN FOREIGN LANGUAGES**

### **Hebrew**

105. The modern foreign language teaching in the school is a part of the religious studies teaching. The teaching of the Jewish faith and the Hebrew tongue are presented together and are inspected by a different inspection procedure.

## **MUSIC**

106. Standards of achievement and progress made in music are very good. This is good improvement since the last inspection. Pupils have individual music therapy lessons as well as a class lesson taken by the music therapist. Essentially, the content of these lessons does not always follow a National Curriculum format but is geared to meeting the pupils' precise needs, which it does most successfully. However, over time, all the components of the National Curriculum are taught at the relevant levels of pupils' abilities. The musical component of Jewish studies adds considerably to pupils' musical knowledge.



107. By the age of eleven, pupils improvise freely on a variety of drums, cymbals, other percussion instruments and the guitar. They are sensitive to changes in the style, dynamics and rhythm of the music and respond appropriately using instruments or movements. They enjoy singing both Hebrew songs and songs from around the world. The music from a different country is chosen each week and this is a very good contribution to pupils' multicultural development.
108. During Key Stages 3 and 4, the emphasis in music is different for boys and girls. The girls participate in dancing as well as singing while the boys concentrate more on singing. Girls improvise their own movements to tunes such as 'Walking in the Air' and 'The Skaters' Waltz', whilst also following the more intricate steps of Jewish and English folk tunes. One pupil, who is physically unable to join in the dancing, kept very good time using a tambourine to accompany the music. Without exception, all the girls really enjoy these sessions and gain much, both musically and spiritually. One pupil, who until recently rarely spoke, was heard exclaiming very excitedly, 'I can't wait, I'm so excited about the lesson. I love it'. Pupils know and enjoy singing Hebrew songs as well as rounds such as 'Oh how lovely is the evening' and 'Row, row, row your boat'. The boys also enjoy singing both Hebrew and English songs, often accompanying the English songs with a variety of instruments, particularly enjoying the drums and cymbals. Individual pupils learn to play the piano and the keyboard. The level of achievement is such that the boys' choir sang and a senior girl played several tunes on the keyboard at a pupil's Bar Mitzvah during inspection week.
109. Teaching and learning are very good. Although not a qualified teacher, the music therapist is a very gifted teacher who knows her subject superbly, understands the needs of the pupils very well and caters for their varying needs at just the right level. The one lesson observed not taken by her, was satisfactory but not of the same calibre, the teaching was poorly planned and inflexible to the pupils' needs and abilities; consequently, learning was only just adequate.
110. The therapist has written a high quality policy, scheme of work and development plan for music. In essence, she is the co-ordinator. If class teachers are to continue taking additional music lessons, there is a need for in-service training. Music makes a valuable contribution to both the religious and secular life of the school. It is an essential part of pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

111. The standards achieved and the progress made by pupils in physical education are satisfactory for gymnastic and games activities, good and very good for boys' swimming and very good for girls' dancing. This represents good progress since the previous inspection when pupils' achievements were judged to be unsatisfactory.
112. Pupils up to the age of eleven and those with severe and complex special needs, follow instructions, some with adult help. They understand or experience the concepts of 'over' and 'under' through the good use of apparatus in the gym and because the teacher clearly demonstrates what is expected of them. They carry out brief warm-up exercises, for example turning and stretching, before engaging in more strenuous exercises. Higher attaining pupils plan and perform simple skills and they consolidate their balance and co-ordination in a variety of travelling activities. Most enjoy being physically active and note the changes that occur to their bodies as they exercise. When out jogging, they showed good road sense and responsibility as they jogged through the streets because the teachers emphasised good road safety practices.

Staff and pupils changed properly for physical education and appropriate emphasis was given to hygiene and the skills of dressing and undressing. In swimming, pupils develop confidence in the water through being supported by adults or by using flotation aids. The encouraging use of play by teachers and teacher assistants and the good use of toys helped pupils to relax and experience the feeling of buoyancy. Pupils really enjoyed this experience, visibly gaining in confidence and basic water skills. Their behaviour was exemplary and this contributed to the good progress they made. All matters of health and safety were carefully observed.

113. In a session for Year 11 girls, they were beginning to understand the rules of rounders. They were introduced to the relevant rules and etiquette of the game. They learned some of the skills of the game, for example how to throw and catch a ball. The lesson was satisfactory but lacked real rigour, and though the teacher demonstrated how to throw and catch a ball, pupils' improvement was small. By contrast, in dance, pupils worked really hard and made very good progress. An external dance specialist led the lesson with the music therapist providing the music. There was a wide range of activities of different pace and complexity – exercises, circle and line dancing, waltzes, ballet and Hebrew singing – in which pupils of all abilities were involved. One pupil, unable to join in the dancing, kept perfect time with the tambourine. Another, reluctant at first to participate, voluntarily joined in on her own for the last dance. All remembered the dance steps. Higher attaining pupils kept perfect time. Lower attaining pupils were behind the beat but nevertheless, completed the movements. The teacher's expertise and enthusiasm for the subject was infectious. As a result, pupils applied real physical, intellectual and creative effort into the activity. The lesson was well planned and organised so that learning was continuous and the pace was maintained. Teacher assistants are used very well to partner but not dominate pupils and contributed to the success of the lesson. One pupil sang a beautiful solo, which everyone applauded. The pupils left the lesson with a sense of achievement and raised self-esteem.
114. In swimming, senior boys made very good progress in consolidating their stamina and improving their stroke techniques. As a result of good organisation in travelling and changing, pupils spent the maximum amount of time in the water. Lower attaining pupils gained in confidence, for example jumping in off the side and kicking their feet in the prone position. This was because of the trust they placed in the teacher and the volunteer supporting them in the water. Appropriate use was made of floats and armbands to give them additional support and to help them to relax. A swimming instructor made higher attaining pupils work hard. He made critical but supportive comments so their performance improved. Pupils, in turn, listened carefully to instructions and attended to demonstrations. The majority of the class swam competently 25 metres or more in front or back crawl. Their progress was accredited by the Barnet Borough Schools Swimming Awards and they were very proud of their achievements.
115. There is a good scheme of work in place, which includes termly and lesson plans all referenced to the National Curriculum Programme of Study. The scheme of work is supported by a good assessment system, which includes pupils' individual education plans and targets. All this is a good improvement on the previous inspection when the curriculum and assessment were judged to be unsatisfactory.
116. There have been improvements too, in the quality of teaching overall. Teaching is satisfactory for pupils up to the age of eleven years, and for pupils up to the age of 14 years, the teaching is good. Senior pupils up to the age of 16 years receive very good

teaching in physical education. A number of teachers and instructors contribute to the physical education programme. The teaching of dance and swimming has a very positive impact on pupils' self-esteem. However, the gymnastic and games teaching is by comparison less effective because tasks are not carefully matched to pupils' special needs and are not structured enough. The co-ordination of the subject is satisfactory and ensures that all pupils benefit from the curriculum that is provided.

117. Accommodation is satisfactory. The small gymnasium is well equipped, although limiting for senior games. There is no playground or field suitable for outdoor activities. Resources are good and effectively stored. Good use is made of a local school swimming pool, although senior boys need a bigger swimming pool to challenge them further and ensure their continued progress.

## **RELIGIOUS EDUCATION**

118. The school is an independent school and caters for the needs of pupils of the Orthodox Jewish faith. Religious education is inspected separately and will not feature in this report.