

INSPECTION REPORT

MICHAEL SOBELL SINAI SCHOOL

Kenton, Harrow, Middlesex

LEA area: Brent

Unique reference number: 101549

Headteacher: Vivienne Orloff

Reporting inspector: David James
15162

Dates of inspection: 13 - 15 March 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Jonathan Lamski
Date of previous inspection:	29 April – 2 May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Michael Sobell Sinai School is a very large school. It is a voluntary, modern orthodox, Jewish day school under the auspices of the United Synagogue and is the biggest such primary school in Europe. Over the last four years the roll has risen from 572 to 627 pupils aged three to eleven; of these 121 are in the nursery and reception classes. Of the 627 pupils 54 % are boys. Pupils' attainment on entry to the school is average. The school serves the Jewish community from a wide area of north and west London and Hertfordshire; only 14% come from the local borough of Brent. Many pupils travel longer distances to school than is usual for most primary schools. The school day is long: it begins at 8.45 a.m. for all pupils and ends at 4.05 p.m. for the juniors. Pupils come from a diverse range of home backgrounds. More than a third of pupils have special educational needs, which is well above the national average for primary schools, and twelve pupils have Statements of Special Needs. For five per cent of pupils English is an additional language; this is above the national average. Between them these pupils speak Hebrew, Russian, Farsi, French and Italian. Nearly five per cent of pupils are entitled to free school meals, which is below the national average. The school's mission statement reflects the complementary aims of Judaism and education and it aims to provide its pupils with the essential skills for their future lives in the context of orthodox Jewish beliefs, practices and values with a love of Israel.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils have very good attitudes to learning; their spiritual, moral, social and cultural development are all very good. Teaching is good and this results in good learning. Pupils make good progress and the standards achieved by them, especially by the end of the juniors, are high. The school is very well led and managed and this makes it a very effective school that has made great improvements since its previous inspection almost four years ago. It now provides good value for money.

What the school does well

- Provides a very clear educational direction and commitment to high standards: the very good leadership and management by the headteacher and senior management team are effective.
- Successfully encourages very good personal development and relationships and promotes very good attitudes and behaviour in classrooms.
- Makes very good provision for pupils' spiritual, moral, social and cultural development.
- Monitors pupils' progress very well and helps pupils, including those with special educational needs, to make good progress and achieve high standards.

What could be improved

- The attitude of a sizeable minority of parents towards communications with the school, particularly about feedback on pupils' performance.
- The standards for writing by the end of the infants and for design and technology by the end of the juniors.
- The consistency of planning and implementation of challenging activities for the most able pupils.
- The use of computers in the shared areas adjacent to classrooms.

In the context of the judgement that this is a very good school, the above recommendations for improvement, although important, do not constitute significant key issues. However, they will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected between 29 April and 2 May 1996. The school has made very good improvements since its previous inspection. With the exception of the standards of attainment in design and technology, the school has successfully implemented the key issues for action in that report. It has also successfully removed all of the weaknesses, apart from ensuring that higher attaining pupils always fulfil their potential. There has been a considerable improvement in the

standards attained by pupils. Standards are now well above the national average for reading by the end of the infants and well above the national average for English and mathematics by the end of the juniors. The gaps in curriculum provision for history and geography identified in the previous report no longer exist and pupils achievements have improved to be in line with national expectations. Standards are above the national average for writing and mathematics by the end of the infants and for science by the end of the juniors. Information and communications technology (ICT) has improved greatly: the quality of personnel and resources is now high, the curriculum, except for control technology, is well covered and pupils' skills are good.

The leadership and management of the school are now very good. The previous report said there was a renewed sense of purpose following the recent appointment of the then new headteacher. This has been given practical expression; there is a commitment to high standards and improvement and the leadership and management by the headteacher, governors and senior management team have resulted in the great improvement. The appraisal, training and professional development of staff are now good. The regular monitoring of teaching and learning has resulted in improvement in their quality and the high standards achieved by pupils by the end of the juniors. The quality of teaching has improved since the previous inspection when 17% was judged unsatisfactory. The school closely monitors its work and the progress made by different groups of pupils. It uses this information effectively to set targets for further improvement. The school now provides good value for money.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. Similar schools are primary schools nationally with equivalent percentages of pupils entitled to free school meals.

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A*	A	C
Mathematics	A	A	A*	A
Science	C	A	B	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows consistently high results for English that in 1998 were among the highest 5% of primary schools nationally and for the latest year they are in line with the results of similar schools. The results for mathematics are also consistently high and for the latest year are among the top 5% of primary schools nationally; they are also well above those for similar schools. The results for science although showing an improvement over the past four years are not as consistently very good as those for English and mathematics. Given the higher than average proportion of pupils with special educational needs and the relatively short amount of time devoted to the National Curriculum, these results are very good indeed and the school has exceeded its targets. The work pupils were doing during the inspection confirms standards are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good attitudes to learning are quickly established in the nursery and by the time they are in Year 6 most pupils are mature and confident learners.
Behaviour, in and out of	Behaviour in classrooms is very good. In the playground pupils'

classrooms	behaviour does not match the very high standards in classrooms; nevertheless it is good.
Personal development and relationships	Very good; and during the inspection some examples of excellence were seen.
Attendance	Very good; it is above the national average. Punctuality and prompt starts to lessons are also very good.

Pupils are often keen and enthusiastic in lessons, regularly sustain concentration and work hard. Very good relationships result in good co-operation by pupils in whole-class teaching sessions and effective collaboration by pairs and small groups when they are asked to work in this way. Many pupils are confident speakers and contribute well to class question and answer sessions and participate in discussions.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall, good	Good	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.

One hundred per cent of teaching was satisfactory or better during the inspection with 71% good or better. Teaching was judged very good in 21% of lessons and excellent in 3%. This is an improvement since the previous inspection when 17% of teaching was judged to be unsatisfactory. The teaching of English and mathematics is generally good with effective whole-class teaching and promotion of skills in line with the National Literacy and Numeracy Strategies. The teaching of pupils with special educational needs is normally good and pupils make good progress. In some lessons the teaching of highest attaining pupils is good but in others there is not enough demanding work for them.

In the excellent and very good teaching seen, the teaching methods are used effectively to promote good learning. Classes are very well managed so that pupils' behaviour is very good and pupils' very good relationships with their teachers result in good acquisition of skills and increased understanding. Teachers often recap on previous learning, share with pupils what they are expected to learn, make the tasks clear and give good feedback on progress in lessons that move along at a swift pace. Pupils' positive attitudes to learning are encouraged and they are keen to contribute their ideas and thinking; this in turn enhances their understanding. In satisfactory lessons there is a range of relative weaknesses. In some, planning is too brief and teachers are more concerned with the completion of work to be done by pupils instead of focusing on what it is they want the pupils to learn and understand. Sometimes the tasks are not explained clearly enough and pupils' progress is not checked thoroughly. However, the strengths in these lessons outweigh their weaknesses and they are satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good with the exception of design and technology and control technology in ICT. The National Curriculum is well covered despite the short time devoted to it. Cross-curricular work with Jewish studies and the specific weeks such as "weather week" and "poetry week", together with trips, use of the internet and extra curricular activities, provide good learning opportunities for pupils.

Provision for pupils with special educational needs	Good: the school has maintained the high standards noted in the previous inspection report. There is good, successful provision for pupils.
Provision for pupils with English as an additional language	Good: most pupils for whom English is an additional language are bilingual, fluent in spoken English and make good progress. Teachers are well aware of the few pupils who are not yet fluent and give them appropriate help.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good provision for pupils' spiritual, moral, social and cultural development. In the previous inspection these were judged to be strengths of the school and they remain so. Jewish studies make a significant contribution to the provision for pupils' personal development.
How well the school cares for its pupils	The school's arrangements for the care and welfare of its pupils are sound.

Although the school day is much longer than for almost all primary schools, 25% of the available time is devoted to Jewish studies. The time given to the National Curriculum is well below what is normal for primary schools. The school plans cross-curricular work well and integrates Jewish studies into the curriculum effectively. Pupils' personal development, and in particular their spiritual, moral, social and cultural development benefit greatly from Jewish studies, which also provides good opportunities for English, history geography and music. A short inspection does not look at all subjects in depth but the only areas not covered as well as they should be are design and technology and some aspects of control technology in ICT. Teachers know their pupils well. There are good records and Individual Education Plans for the 36% of pupils who have special educational needs. The progress and attainment of all pupils are closely and effectively monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: there is strong leadership by the headteacher with very good support from the senior management team and governors. There is commitment to high standards and improvement. There is a clear management structure with good expectations of year leaders and curriculum co-ordinators, who also contribute well in their areas of responsibility. The smooth day-to-day management and administration are an important support for the school's very good leadership and management.
How well the governors fulfil their responsibilities	Good: the governors fulfil their responsibilities well. They are well informed and supportive of the school, yet insistent on improvement and high standards, as are evident by the targets they set with the help of the Local Authority.
The school's evaluation of its performance	Very good monitoring of performance: pupils' attainments are closely monitored and the performance of different groups of pupils is used very well to set targets and raise achievement. Teaching and learning are monitored well; teachers have targets for improvement and receive training and support. The school is very well aware of its strengths and what it needs to do to maintain them and to improve.
The strategic use of resources	Good: resources are well used. Since the previous inspection the size of the nursery has doubled in good quality accommodation and a computer suite has been developed with excellent staff and resources.

The school applies the principles of best value well. The school makes very good use of its own resources and is successful in applying for and making good use of government grants and voluntary contributions. The very good leadership is characterised by an uncompromising insistence on improvement and high standards with clear expectations of staff, yet at the same time good support is provided for them.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • the school expects their children to work hard and achieve and they make good progress • the school is well led and managed and has improved since the previous inspection • behaviour is good • teaching is good • children are becoming mature and responsible 	<ul style="list-style-type: none"> • communications between home and school, especially the feedback on pupils' performance • homework, which is inconsistent • the school to work more closely with them • behaviour in the playground at lunchtime

Inspection agrees with all the positive points. Although there is some inconsistency between classes in the way the homework policy is implemented, inspection evidence shows that there is a clear policy and procedures and that homework makes a positive contribution to the high standards achieved. Behaviour in the playground at lunchtime is good and there is adequate supervision. Inspection evidence does not agree with the view expressed at the parents' meeting. Inspection finds many systems for communication between home and school and a great deal of information is given to parents. For many parents, particularly those of pupils in the juniors, contacts with the school are normally formal, written and require appointments. However, a substantial minority of parents want greater ease of access to the school, more communication and in particular more information about their children's progress than the current systems provide.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides a very clear educational direction and commitment to high standards: the very good leadership and management by the headteacher and senior management team are effective.

1. At both the strategic level and in specific plans, very good use is made of analysis of performance based on assessment data. The progress of pupils is carefully tracked and used to set targets. Very good use is made of the data the school holds from test results, for example, the National Curriculum tests in Years 2 and 6, the voluntary National Curriculum tests and the nationally recognised standardised tests it uses. These are used to review the performance of different groups of pupils and improve performance; examples are information on the attainment and progress of boys, pupils who have special educational needs and pupils born in the summer term, who in most schools do not attain as high as their peers. More than a third of the pupils have special educational needs; the leadership and management of special needs is effective in helping to achieve the school's high standards.
2. There is a clear, uncompromising commitment to improvement and the highest possible standards. Governors set targets for the school with the help of the Local Education Authority and also set targets for the headteacher and deputies. They are knowledgeable about the school, very supportive of it, yet insist on high standards. Major expenditure on doubling the size of the nursery in very good accommodation and an excellent computer suite has resulted in very good provision for pupils. Funds are very well gathered and used and these two projects are good examples of strategic planning and best use of resources.
3. There is a very clear management structure and high expectations of year leaders and subject co-ordinators. This, together with the regular monitoring of teaching and learning with accompanying targets for teachers and a good system of training and support, has resulted in good teaching and high standards being achieved by pupils. These are all very good improvements since the previous inspection and have been achieved with very few staff changes.
4. The continual review of progress and successful changes have resulted in confidence. The school is outward looking and is involved in several initiatives for its long term benefit. Examples are: Investors in People, Basic Skills Agency, a lead school for School Centred **Initial** Teacher Training (**SCIT**) and the Registered Teachers Training and Graduate Teacher Training Programme. This confidence helps set the ethos for maintaining high standards and making further improvements.
5. The school runs smoothly and is well managed and administered. It is especially important for so large a primary school with so many staff and pupils that its administrative and financial routines are efficient.
6. As the school is continually reviewing its performance, it was able to take this inspection in its stride and because of its very good leadership and management it has made very good progress since its previous inspection and is well placed for future development. The school fully justifies its selection for 'short inspection'.

The school successfully encourages very good personal development and relationships and promotes very good attitudes and behaviour in classrooms.

7. Pupils normally behave very well in lessons, concentrate, work hard and have very good attitudes to learning. These good habits begin in the nursery where there is very good provision based on a very good understanding of how young children learn. Here, the very good management of children ensures they are involved and very interested in the activities so their concentration develops well.

8. Pupils continue to develop positive attitudes and very good relationships so that by the time they are in Year 6 they are able to work well together in pairs and successfully as a group, for example, when discussing an extract from Sherlock Holmes before writing a report. Pupils are articulate and most are confident and willing to put their own ideas forward and to ask and answer questions in lessons, for example, during mental mathematics and when thinking about probability. They are prepared to explain the strategies they use and comment on how other pupils have tackled a problem.
9. Pupils' very good attitudes and personal development are also shown by prompt starts to lessons; they very quickly settle down to work and help in the running of their classrooms. Many act as monitors; for example, in one class half of the pupils have a responsibility. Pupils who are members of the School Council take their roles seriously and are proud to be a part of it and to be elected by their classmates. It is not surprising that 92% of parents responding to the Ofsted questionnaire said their children like coming to school.
10. Pupils' behaviour in the playground is good. It does not match their very good behaviour in classrooms and there is a little noisy and boisterous behaviour. However, pupils were found to be polite, friendly and willing to ask questions and give their opinions. They are proud of their school.

The school makes very good provision for pupils' spiritual, moral, social and cultural development.

11. The significant amount of time spent on Jewish Studies and collective worship supports all aspects of pupils' spiritual, moral, social and cultural development. Pupils have a very positive sense of belonging to the school and wider community. Knowledge of non Jewish faiths is included in the curriculum, which helps pupils' understanding of other communities. Pupils' poetry produced as a result of "Poetry Week" shows examples of an appreciation of beauty and spiritual awareness.
12. Moral issues are dealt with through the insistence on good behaviour and the promotion of good relationships. Pupils know and understand the rules. In time set aside for discussions with younger pupils and the personal, social and health education sessions for older ones, pupils have time to discuss and debate moral matters. The School Council also gives opportunities for discussion of moral and social issues of direct concern to them. Cross-curricular work promotes moral development; for example, work on the life of Anne Frank combines research using the internet, writing and history and an appreciation of European as well as Jewish history.
13. Pupils' social development is enhanced through the many extra-curricular activities, school trips and journeys, most notably to Israel by Year 6. Pupils' social development is very good; it begins with the establishment of good habits and attitudes in the nursery and is shown by successful co-operation to learn in classrooms.
14. There is a breadth and depth of study that promotes pupils' cultural development. Their studies of Judaism are accompanied by an awareness of other religions. There is also good knowledge of artists and their work and of literature. There is a well equipped music room and extra-curricular activities give opportunities, for example, the choir and the orchestra.

The school monitors pupils' progress very well and help pupils, including those with special educational needs, to make good progress and achieve high standards.

15. Assessments of pupils' progress are very good and good use is made of it to inform planning, the grouping of pupils, expectations of them and the targets set. Resources are very well targeted to promote pupils' progress. This includes special educational needs. Pupils' needs are identified very early and they are given effective help and support and so make good progress. An example of the effective use made of assessment information is that in mathematics, pupils are set from Year 2 and the use of additional staff means that in most year groups there are four sets. The most able pupils in Year 6 also receive specialist mathematics teaching. Specialist science teaching is used in Year 6. The school also uses its

data on pupils' attainment and progress to check its effectiveness against national trends. It looks carefully at the attainment of boys and girls, pupils with special educational needs and pupils who have summer birthdays to ensure they all do as well as they can.

16. The school sets realistic targets with the LEA on the basis of very good assessment information and has exceeded its current targets. By the end of the juniors for the past four years high standards have been maintained for English and mathematics and science has improved. There is an emphasis on the best possible results in the Year 2 and Year 6 National Curriculum tests with training for staff, mock tests and careful targets for pupils. However, without the overall very good use of assessment and careful use of resources to promote the progress of all pupils, these tactics could not be successful. The school is effective and pupils make good progress; they enter the school at average levels of attainment as shown by the baseline tests and leave well above the national average for English and mathematics and above it for science.

WHAT COULD BE IMPROVED

The attitude of a sizeable minority of parents towards communications with the school, particularly about feedback on pupils' performance.

17. In the Ofsted questionnaire, in a third of replies parents' views are that the school does not work closely enough with them and that they want more information on how well their children are doing. A quarter said they would not feel comfortable about approaching the school with questions or problems. This minority view was in accord with views expressed at the parents' meeting where parents voiced concerns about ease of communications with the school and in particular they wanted more information about their children's progress.
18. Inspection evidence finds that there are many systems in place for communication with parents; there are weekly newsletters, homework diaries, message books, termly parental meetings held over two nights at which targets are set, there are many contacts about special educational needs and specific letters from the school and individual class teachers. There are also good, regular informal contacts between class teachers and parents of younger pupils. For pupils in the juniors, contacts are more formal and there is an appointment system that can be used by all parents as well as a class representative system with direct links to governors. Nevertheless, a sizeable minority of parents feel that these do not provide either the quantity or quality of contacts they would like.
19. Parents generally support the school. In their other responses they are pleased with the teaching, the way their pupils are expected to work and the progress they make. They are also pleased with the way the school is led and managed and at the parents' meeting were pleased with the progress made since the previous inspection. The school is atypical; it is very large, taking pupils from a very wide area who have a long school day overall but with a much shorter amount of time for the national Curriculum than most schools. Inspection finds that time is used well and there are prompt starts to lessons. Given the size of the school and its circumstances there has to be formality in contacts with parents. However, the existing good support from the majority of parents can be improved and the school should work with parents to find ways to make improvements without compromising its efficient use of teaching time.

The standards for writing by the end of the infants and for design and technology by the end of the juniors.

20. Inspection agrees with the results of the national tests that the standard of writing by the end of the infants is above the national average. However, this is the only where that the school's results are below those of similar schools. The school is well aware of the need to improve and has begun to implement plans for more opportunities for structured writing and inspection confirms these are beginning to have a positive effect.
21. Short inspections do not cover all subjects of the National Curriculum in depth. However, inspectors looked at the curriculum and standards in history, geography and design and

technology as the previous inspection report judged that the curriculum was not properly covered in these subjects, that standards were not high enough in history and geography and pupils' progress in design and technology was not good enough in Years 5 and 6. The school has made good progress in history and geography but the standards for design and technology of older pupils are still not good enough. This is the only area where there has been no improvement since the previous inspection. Pupils have limited experiences of the National Curriculum programme for design and technology and there is little evidence of the progressive teaching and learning of skills with older pupils. There is obviously scope for the same improvements as for history and geography.

The consistency of planning and implementation of challenging activities for the most able pupils.

22. The most able pupils do not consistently achieve their full potential. There has been improvement since the previous inspection shown by the number of pupils who by the end of the infants attain Level 3 and especially by the number of pupils who attain Level 5 by the end of the juniors. The setting in mathematics from Year 2 and the specialist teaching of the most able mathematicians in Year 6 and the specialist teaching of science are all examples of effective action, yet more can be done.
23. Teachers know pupils well and many give more demanding work to more able pupils. However, in their planning, all teachers do not consistently plan work that is appropriately demanding for the most able pupils. Inspection evidence shows inconsistency; in some classes work was set appropriate to the needs of all pupils including the most able but in others it was not. In some classes this was carefully planned but in others it was not, though in a few cases such work took place although it was not planned. There is clearly a case for greater consistency of planning and practice.

The use of the computers in the shared areas adjacent to classrooms.

24. In addition to an excellent computer suite with very good equipment and staff that are very well used and result in pupils having good skills, there are also computers in shared areas adjacent to classrooms. During inspection these were not always in use, including times when their use would have been appropriate. Computers in classrooms and in shared areas are used and are often used very well. Examples of use for special needs and for work that linked well to classroom activities were seen. The use of computers is planned to link with class activities and this is monitored by the co-ordinator, who also gives help and advice. However, all teachers do not routinely use these computers and there is scope for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In the context of this very good school there are no issues that could be referred to as key issues. However, in order to improve the school still further the governors should include the following in their action plan for future development:-
 - improve the attitude of a sizeable minority of parents towards communications with the school, particularly about feedback on pupils' performance, by working with them to find ways of doing this without compromising the very good use of lesson time; (paragraphs 17 – 19)
 - improve the standard of writing by the end of the infants by continuing to give the greater opportunities for structured writing that are beginning to be successful; and improve the standards in design and technology by the end of the juniors to at least match the improvements already made in history and geography by ensuring the National Curriculum is covered and that skills are taught; (paragraphs 20 – 21)
 - improve the consistency of planning and implementation of challenging activities for the most able pupils; (paragraphs 22 –23)
 - improve the use of the computers in the shared areas adjacent to classrooms to more closely match the very good and regular use of those in the computer suite. (paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	21	47	29	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	57	570
Number of full-time pupils eligible for free school meals	0	32

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	29	253

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	41	33	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	34	38
	Girls	31	31	31
	Total	71	65	69
Percentage of pupils at NC level 2 or above	School	96 (87)	88 (89)	93 (75)
	National	82 (80)	83 (86)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	39	33
	Girls	31	31	29
	Total	69	70	62
Percentage of pupils at NC level 2 or above	School	93(88)	95 (84)	84 (91)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	43	37	80

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	40	41
	Girls	35	32	33
	Total	73	72	74
Percentage of pupils at NC level 4 or above	School	91 (97)	90 (82)	93 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	38	40
	Girls	34	32	31
	Total	72	70	71
Percentage of pupils at NC level 4 or above	School	90 (86)	88 (87)	89 (82)
	National	68 (64)	69 (58)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

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	536
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

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	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23.4
Number of pupils per qualified teacher	24.4
Average class size	27.1

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	28.5

Total number of education support staff	2
Total aggregate hours worked per week	43.3

Number of pupils per FTE adult	14.25
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	1448383
Total expenditure	1449450
Expenditure per pupil	2310
Balance brought forward from previous year	11185
Balance carried forward to next year	10118

N.B. The school has many more staff but they are part of the Jewish Studies Department of the school. The figures in the table can give a misleading picture of the adult-child ratio, particularly in the nursery where there is another qualified teacher and more support staff.

Similarly, the overall school budget is bigger than shown in the table. The religious aspect of the school was subject to an inspection at the same time as the Ofsted inspection and there is a separate report.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	627
Number of questionnaires returned	199

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	48	7	0	1
My child is making good progress in school.	41	48	8	1	2
Behaviour in the school is good.	34	48	12	2	4
My child gets the right amount of work to do at home.	24	47	18	8	3
The teaching is good.	33	53	5	3	6
I am kept well informed about how my child is getting on.	25	40	24	9	2
I would feel comfortable about approaching the school with questions or a problem.	35	39	17	8	1
The school expects my child to work hard and achieve his or her best.	43	49	6	2	0
The school works closely with parents.	30	34	23	9	4
The school is well led and managed.	31	52	7	3	7
The school is helping my child become mature and responsible.	31	52	7	4	6
The school provides an interesting range of activities outside lessons.	35	44	10	4	7

Other issues raised by parents:

At the parents' meeting they said behaviour in the playground at lunch time is unsatisfactory and that there is inadequate supervision. They also said the school has improved since its previous inspection.