

INSPECTION REPORT

NORTH WEST LONDON JEWISH DAY SCHOOL

London

LEA area: London Borough of Brent

Unique reference number: 101553

Headteacher: Mr. D. Collins

Reporting inspector: Mrs. S. Halley
8203

Dates of inspection: 11 - 14 March 2002

Inspection number: 195559

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	180 Willesden Lane London
Postcode:	NW6 7PP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Abraham David Landy
Date of previous inspection:	May, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8203	Shelagh Halley	Registered inspector	Foundation Stage English as an additional language Mathematics Science Music Physical education	What sort of a school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How good are curricular and other opportunities? How well is the school led and managed?
11041	Marvyn Moore	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents?
15447	Christine Glenis	Team inspector	Equal opportunities Special educational needs English Design and technology	
20324	Rowland Hull	Team inspector	Information and communication technology Art and design	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North West London Jewish Day School is situated in the London Borough of Brent. Pupils come from a very broad catchment area, which includes the suburbs of Hendon, Golders Green and Edgware, and the school is always oversubscribed. There are 264 pupils on roll and this is about average for primary schools. Numbers of boys and girls are almost equal. The proportion of pupils eligible for free school meals is very low. Pupils' families come from a range of national and linguistic backgrounds. Sixteen pupils come from homes where English is an additional language, but only two are at an early stage of acquiring the language. The school's register of pupils with special educational needs numbers 54, which is broadly average, and two pupils have statements of special educational need, which is below the national average. Children enter the nursery at the age of three and all move onto the infant stage. They arrive with a broad range of attainment which is generally in line with the borough average, but their achievements are above average in communication, language and literacy, which underpins all other learning.

HOW GOOD THE SCHOOL IS

Pupils' standards of attainment are very high in the core subjects of English, mathematics and science in Years 2 and 6, and they achieve much more than might be expected, given their starting points. The quality of teaching is good overall, with several instances of very good and excellent teaching. The leadership and management of the school are good. Costs are relatively high but this is due to the good level of staffing, including support teachers and assistants. Taking all these factors into account, the school gives good value for money.

What the school does well

- Standards of attainment are very high in English, mathematics and science in Years 2 and 6, and pupils make good progress.
- Pupils' attitudes, values and personal development are good and have a positive impact on the progress they make.
- The provision for pupils' spiritual, moral and social development is good, resulting in their good behaviour, which supports their learning.
- The school works well in partnership with many parents and this contributes to the pupils' high achievement.
- The leadership and management of the headteacher and senior staff are good, and have a positive impact on pupils' attainment and achievement.
- The contribution made by the community also has a positive impact on pupils' attainment and achievement.

What could be improved

- Curriculum planning for physical education in both junior and infant classes and for design and technology in the junior classes meets statutory requirements but is inconsistently implemented to enable pupils to improve their knowledge, understanding and skills
- The time allocated to non-core subjects, especially physical education and design and technology, is insufficient to raise pupils' achievement to the same good standards as the core subjects
- The use of assessment information in order to help teachers to use this data to set individual targets more closely matched to pupils' needs
- Some teachers' expectations of how pupils will behave in order to create a more effective learning environment are not consistently high enough
- Pupils are not sufficiently prepared for life in a diverse society
- Although resources have been considerably improved since the previous inspection, there are still shortages which have a negative impact on pupils' achievement, particularly in music and physical education, and in outdoor provision for the foundation stage

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May, 1997, and all the weaknesses identified were thoroughly addressed in the governors' post-inspection action plan. Much in-service training has been attended by staff and by curriculum co-ordinators appointed for each subject. The various functions of trustees and the governing body have been successfully integrated. A great deal of work has been done on analysis and recording of results, and the resulting data is effectively used by teachers to plan work which is suited to pupils' needs, especially in English, mathematics and science. The proportion of unsatisfactory teaching has been substantially reduced and teaching is now good overall. Standards in the core subjects have risen in Years 2 and 6, in comparison with averages nationally and for similar schools. Communication with parents has been greatly improved, and there is now a home-school agreement signed by most parents and their children. Performance management arrangements are now well established. The size of all but one classroom has been increased. Overall, there has been good improvement since the previous inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A*	A
Mathematics	A*	A	A*	A
Science	C	A	A	C

Key	
well above average	A
above average	B
average	C
below average	D
Well below average	E

Year 6 pupils' standards of attainment in the national tests in 2001 were in the highest five per cent in the country in English and mathematics, and well above average in science. This indicates that, from their above average attainment on entry, the pupils in this year group achieved well and better than might have been expected. In comparison with similar schools, standards are also well above the average in English and mathematics, and average in science. The lower result in science is because the school is still developing its work on investigative and practical science, although pupils still make satisfactory progress. The school has generally maintained these standards over time, so they have kept pace with the national trend in improvement. Targets set for pupils have been demanding, but were generally exceeded, especially in English and mathematics.

The results of the Year 2 national tests in 2001 were also well above average in reading and mathematics, both nationally and in comparison with similar schools. Standards in writing were above the national average, and average when compared with similar schools. This shows that pupils in this year group achieved well, making good progress from their above average attainment on entry. Teachers' assessments of pupils' attainment in science were also above the national average.

Inspection findings show that standards in English, mathematics and science are above average. Particular strengths are speaking, listening and reading in both the infant and junior classes. Pupils use their literacy skills well across the curriculum. The use of numeracy, although satisfactory, is not as well embedded in subjects other than mathematics. Pupils with special educational needs, including those with statements of special educational need, make good progress towards the targets in their individual education plans, and achieve more than expected. Pupils with English as an additional language achieve as well as their class-mates. Pupils identified as gifted and talented are given extra support to increase their achievement.

Children in the foundation stage (the nursery and reception classes) are well on course to exceed the nationally expected early learning goals in communication, language and literacy, mathematical

understanding, knowledge and understanding of the world, and in personal and social development. This shows that children achieve well. They are likely to meet most of the goals in creative and physical development, where their progress is satisfactory rather than good. This is because less time is given to these two areas of learning and so children are prevented from achieving more highly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of pupils like coming to school and tackle their work with enthusiasm.
Behaviour, in and out of classrooms	Good. Pupils conduct themselves well in the classroom and around the school.
Personal development and relationships	The quality of relationships is very good but pupils are not given enough opportunities to take responsibility for their own learning.
Attendance	Good. Pupils are punctual and lessons begin and end on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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 and mathematics is good overall in both infant and junior classes. This is because teachers make good use of the National Literacy and Numeracy Strategies, and match work well to the individual needs of their pupils, enabling them to achieve more than could be expected. Lessons have a brisk pace, and the good relationships between teachers and pupils contribute to their good behaviour, ensuring that there are few problems with class management and discipline. Pupils generally respond well to the high expectations of their teachers, and make good progress. This high quality of teaching is not, however, so evident in the teaching of science and the non-core subjects, particularly physical education and design and technology. This is largely because not enough time is given to these subjects, rather than any fault in the teaching. The teaching of pupils with special educational needs, including those with statements of special educational need, is good and enables pupils to achieve at the same rate as their fellows. The teaching of pupils with English as an additional language is also good and contributes to the good progress they make. In the foundation stage, teaching is consistently good and pupils achieve more than could be expected in communication, language and literacy, mathematical development, knowledge and understanding of the world, and personal and social development. Whilst still successful in creative and physical development, teaching and learning could be strengthened by providing more time for these areas. There was some excellent and very good teaching in both infant and junior classes; teaching was unsatisfactory in only three lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Although all subjects meet the statutory requirements of the National Curriculum, apart from physical education and design

	technology, insufficient time is given to the non-core subjects to enable teachers to deepen and extend the knowledge, understanding and skills of pupils.
Provision for pupils with special educational needs	Good. Their needs are identified early and they are given good support.
Provision for pupils with English as an additional language	Good. They are well supported and achieve as well as their class-mates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual, moral and social development is very good, and cultural development is good.
How well the school cares for its pupils	Very well. There is a warm, family atmosphere to the school where pupils feel safe and secure.

The school works well in partnership with the majority of parents, although there is a significant minority which has a different (and inspectors believe, mistaken) perception. The statutory curriculum is enriched by a good programme of visits and visitors. As would be expected in a faith school, much time is given to Hebrew Studies. This limits the time available for non-core National Curriculum subjects, leading to some low standards and unsatisfactory achievement. The school's welfare officer ensures that pupils receive very good pastoral care. Pupils are given many opportunities to understand and appreciate their own cultural heritage, but are insufficiently prepared for life in a culturally diverse British society.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher, ably supported by his deputy and key staff, has a clear idea of where he wants the school to go next and how to achieve this.
How well the governors fulfil their responsibilities	Well. Governors have a good knowledge and understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good overall. The headteacher and governing body have identified most of the areas for development.
The strategic use of resources	Satisfactory. The school has a large proportion of part-time teachers and job-shares and this does not always have a positive impact on pupils' attainment and achievement.

The school has a more than adequate number of appropriately qualified and experienced teachers, ably supported by a small but experienced team of learning support assistants. Accommodation is good and is well used, except for the hall because not enough time is given to the teaching of physical education. Resources are particularly good for mathematics and science and most of the non-core subjects. They are adequate in English. The school does not, however, make effective use of all the resources at its disposal. The headteacher works closely with the trustees and the governing body to ensure that the school fulfils its stated aims. The role of the curriculum co-ordinators is developing well and they are sufficiently involved in the monitoring of planning and the sampling of pupils' work. However, they are unable to monitor and evaluate classroom practice because of a lack of non-teaching time. Governors make prudent financial decisions and seek to get the best value when purchasing goods or services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good behaviour of pupils • The majority would feel comfortable about approaching the school with a problem • The school expects their children to work hard and achieve their best • The majority of children like school and are making good progress • Teaching is good 	<ul style="list-style-type: none"> • Many parents believe there are not enough interesting activities outside lessons • Some would like a closer partnership with the school • Some believe that the leadership and management of the school are not good enough • Some believe that they are insufficiently informed about how well their children are doing • A significant minority think that there is too much homework

Inspectors agree with parents' positive views. They disagree with parents about the leadership and management of the school, which is good overall. They disagree about the information provided for parents; this is exceptionally good. Inspectors partially agree with parents on homework; the policy is inconsistently implemented across the school and this sometimes leads to too much homework for the younger pupils. Homework for Years 5 and 6, however, is appropriate and a good preparation for secondary school. Inspectors also partially agree about the range of activities outside lessons. Extra-curricular provision in the form of visits and visitors is good, but there could be more after-school clubs, particularly sports. Such provision is constrained by the fact that most local school competitions take place on Saturday, the Jewish Sabbath. The school is aware that it needs to make further efforts to improve the perceptions of a significant minority of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of attainment at the end of Year 2 in the 2001 National Curriculum tests were well above the national average in reading and mathematics. In comparison with similar schools test results were also well above average. The proportion of pupils reaching the higher levels was very high. Standards in writing were above the national average and broadly average when compared with similar schools. Results in Year 2 show a good improvement in reading and mathematics since the last inspection, when they were above the national average in all aspects. The trend in improvement in English and mathematics is in line with the national average. Teachers' assessment of pupils' performance in science was above the national average both nationally and in comparison with similar schools. Boys outperformed girls to a marked extent in all three subjects but inspection evidence shows there is little significant difference in attainment between genders in the current cohort.
2. At the end of Year 6 standards reached in the 2001 national tests in English and mathematics were among the highest five per cent in the country. This is a significant improvement on standards reached at the time of the previous inspection. The way in which skills in speaking, listening and reading and writing are developed across the curriculum is a strength of the school and makes a significant contribution to the standards attained. In comparison with similar schools, standards in English and mathematics were well above the average. Standards in science were also well above the national average, with a high proportion of pupils attaining at levels higher than expected. In comparison with similar schools, science results were average. In spite of the high levels of attainment, the trend in improvement has kept pace with that nationally. There was no significant difference between the attainment of boys and girls. The school's targets for the majority of pupils were sufficiently challenging and were considerably exceeded in all subjects. The school's current targets are appropriately demanding and pupils are well on course to reach them, and many may exceed the expectation.
3. In the work seen during the inspection, standards were above the national average in English by the end of Years 2 and 6. Particular strengths are pupils' speaking and listening, especially the extension of spoken language and the way in which literacy skills are used across many subjects of the curriculum. In mathematics and science, standards were above average at the end of Years 2 and 6 and these standards have been maintained since the previous inspection. The majority of pupils, most of whom are very high attainers, achieve well in all three subjects because they are sufficiently challenged and extended.
4. Standards in mathematics are above the national average in Years 2 and 6. They are occasionally well above in Year 2, and there are several instances of very high attainment in the junior classes. A particular strength is in numeracy. The quantity of work produced by pupils is very high, but the quality and complexity in the work of higher attainers are not vastly greater than in that of the rest of the class, so they do not always work to the limit of their capacity. Pupils' good use of the correct mathematical vocabulary which they hear from teachers supports their development in literacy. Numeracy skills are also developing across the curriculum, although not so strongly as literacy skills.
5. In science, pupils achieve standards which are above the national average in Years 2 and 6. Particular strengths in the infant classes lie in methods of scientific enquiry and recording, including predictions. However, higher attaining pupils, both infant and junior, do not achieve as well as they should because teachers do too much for pupils, and do not provide sufficient opportunities for them to ask their own questions and devise their own experiments.
6. Standards in information and communication technology are in line with the national expectation at the end of Year 2 and Year 6, and pupils achieve to a satisfactory level. This is a good

improvement since the last inspection, when standards were only just in line with expectations in Year 2 and below them in Year 6. Pupils' knowledge, understanding and skills are developing well in the new computer suite. However, the use of information and communication technology skills in all subjects of the curriculum is underdeveloped – for example, pupils were rarely observed to use computers during lessons in the classroom.

7. Religious education was inspected under Section 23 of the Education Act, and is reported on separately.
8. In the non-core subjects, standards are above average in art in both Years 2 and 6, and pupils achieve well – another instance of good improvement since the last inspection. For example, pupils use their art skills to support their work in history, design and technology and in their Hebrew studies, achieving more highly than expected for their age. In all other subjects, except physical education, standards are average at the end of Year 2 and pupils achieve to a satisfactory level. Standards are average at the end of Year 6 in all subjects except design and technology and physical education because insufficient time is given to these two subjects to enable pupils to develop and extend their knowledge, understanding and skills. In music, there was too little evidence to make a judgement about pupils' attainment at the end of Year 6. Standards in physical education are below average at the end of Year 2 and Year 6, and pupils achieve less than they could be expected to do. This reflects the difficulty the school has found in trying to provide sufficient time for the subject to be taught, thus restricting pupils' achievement.
9. Children in the foundation stage are on course to exceed the national early learning goals in communication, language and literacy, knowledge and understanding of the world, mathematical understanding and personal and social development by the end of the reception year, and they achieve well in these areas. Their achievement is satisfactory in other areas and they are on course to meet the early learning goals in physical development and creative development.
10. Pupils with special educational needs, including those with statements of special educational need, achieve well, making good gains in their learning in relation to their prior attainment. They make good progress towards the targets set for them but there is sometimes a tendency for some pupils with lower levels of need to work more generally within lower ability groups rather than having work matched to the needs specified on their individual education plans. Where pupils are withdrawn from the classroom for extra help, they make good progress because teachers and well-trained adults who work with them match work very precisely to their needs. Older pupils learn to improve their behaviour and social skills by participating in 'circle times'. Higher attaining pupils achieve well in the subjects where teaching is good and work is well matched to their needs. The attainment of pupils with special educational needs is frequently in line with national averages or expectation, even in the case of those with statements of special need. They make good progress in literacy and numeracy in relation to the learning targets on their individual education plans (IEPs).
11. Pupils with English as an additional language are given good support and they make the same good progress as their fellows.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to the school are very good. The younger children in Nursery and Reception classes make an extremely positive start and very quickly settle into school routines. Their personal and social skills are well promoted by the school. They relate well to each other, work and play both co-operatively and independently and listen carefully to adults. They concentrate well and are able to follow instructions. Their behaviour in the classroom and play areas is good and they are beginning to develop a sense of right and wrong.
13. In Years 3 to 6, pupils are extremely keen to attend and, in the main, show interest in their lessons. They stay on task and enjoy their lessons and activities. Most pupils behave well and are keen to work with and help each other. They listen to questions, give sensible answers and contribute to discussions. In a personal health and social education lesson observed during the

inspection, Year 2 pupils worked well, with great interest and intelligence. They explained their feelings of respect for adults and each other on school trips and were articulate speakers. In a Year 5 mathematics lesson, pupils were keen to discuss with each other their views on suitable materials to decorate a room; they planned together what furniture they would like and discussed what costs they would be prepared to pay. Pupils take an active interest in their lessons and are very keen to show what they can do in group work.

14. The majority of parents who responded to the pre-inspection questionnaire said that they felt behaviour in the school was good, and this is confirmed by inspection findings. In the main, pupils move around the school in a sensible, quiet and mature manner and are polite and confident when talking to visitors. The inspection team were extremely impressed with the friendliness and courtesy shown by the pupils during their visit. Sometimes, however, behaviour in the corridors is boisterous and pupils leave their possessions untidily, without thought for others. In the main, pupils have a good understanding of the school's high expectations regarding their behaviour. Lunchtimes are extremely enjoyable occasions, where pupils behave extremely well with minimal supervision and participate happily in the singing of grace after meals. Older pupils sit with younger pupils and supervise them well. Most pupils respond well to the lining-up procedure at the end of lunchtime and play, and are keen to return to classes for lessons. Pupils have a good understanding of the effect of their behaviour on others. Many show initiative and common sense and have a well developed sense of responsibility and maturity (for example, older children act as 'buddies.')
15. They pair up with younger children in the school and help them at playtimes and lunch times, and sometimes work with them in class.
15. Pupils have respect for other people's feelings, values and beliefs, but there is a lack of knowledge and understanding of other religions and cultures.
16. The school gives many opportunities for pupils to take responsibility but too often in lessons teaching does not allow for independent study.
17. The school council is a lively body where two pupils from each class (with the exception of the nursery and reception classes) meet regularly, either in full council or sub-committee, to discuss improvements that they would like to see for the school. They make useful suggestions and, during a school council meeting observed during the inspection week, pupils discussed in a mature and open way, what improvements they would like to make to the catering arrangements. In addition, Year 6 pupils act as prefects, and take their duties and responsibilities very seriously. They help out in the dining room, act as monitors in the classroom, and take and fetch registers from the office. Pupils become self-assured and develop a sense of independence and maturity as a result of these responsibilities.
18. The school places a large emphasis on charity. Pupils are involved in raising funds for supporting a local nursery for children with learning difficulties and their sense of wanting to help others is well developed. They have a good understanding of the impact of their actions on others. The school has no reports of bullying and there have been no exclusions during the past year. Most pupils treat the school's property and their own and others' property with care. In the computer suite, pupils are keen to ensure that the computers are not left running when they are not being used, and that the equipment is treated with extreme care. In the library, books are replaced correctly and the school has no graffiti or litter.
19. Relationships in the school are very good and are a strength of the school. All teaching and non-teaching staff relate extremely well to pupils, who are usually polite to them and are comfortable with them. Pupils were frequently observed during the inspection supporting and helping each other, and working in pairs during lessons and around the school. They were very eager to talk to members of the inspection team, give their perceptions of school life and show the team around the school. Pupils are proud of their school and the strong Jewish ethos.
20. Pupils with special educational needs have the same very good attitudes to the school as their fellows. They work very hard and make good progress, and are a very good witness to the inclusion policy of the school.

21. Attendance is good and above the national average. Pupils are generally punctual, although some come from some distance. The school has good procedures for monitoring and promoting good attendance and parents are well informed about the school's expectations for explanations of unexpected absence.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall, with several instances of very good and excellent teaching seen, particularly in the core subjects. Teaching was excellent in three lessons seen – one in the foundation stage and two in the junior classes - very good in two out of ten, good in more than four out of ten and satisfactory in the remaining quarter. Teaching was unsatisfactory in three lessons, one in the infant classes, and two in the junior classes. This, however, is a great improvement on the last inspection when, in four out of ten lessons, teaching was unsatisfactory. Nevertheless, the examination of pupils' completed work shows that teachers' marking is often minimal, with little evaluative comment or pointers on how pupils might improve their performance. A further feature is the lack of consistency in expectations about the quality of behaviour. These teachers have yet to agree and implement consistent methods of reinforcing the school's expectations in order to create a more effective learning environment in which pupils can achieve well.
23. The teaching of English and literacy is good overall with teachers taking many opportunities to extend and enrich the spoken and written language of pupils and to encourage a love of books and reading. Teaching was rarely less than good in the junior classes and several very good lessons were seen. As a result, pupils learn very well. The school has worked hard to address the weaknesses identified in the last inspection, most importantly in the quality of teachers' planning which is now a key factor in the good progress pupils make in their learning. Teachers regularly share the lesson objectives with the pupils at the beginning of the lesson and refer to them throughout so that at each stage pupils know what they should be learning. There are too few opportunities, however, for pupils to take responsibility for their own learning. Teachers provide many opportunities for pupils to increase and extend their knowledge and use of appropriate vocabulary in all subjects of the curriculum. There were, however, few examples of the use of information and communication technology in lessons or workbooks.
24. In mathematics, teaching and learning are good overall, with several instances of very good and excellent teaching in all classes. Teachers are familiar with the National Numeracy Strategy and make appropriate use of all the elements. The pace of lessons is usually sufficiently brisk to support pupils' development in rapid mental mathematics. Expectations are generally high for pupils of all abilities so that they make good progress. Where teaching is very occasionally unsatisfactory, this is due to poor subject knowledge. Teachers give some opportunities for pupils to use their numeracy skills effectively in history, design and technology and science. There is, however, scope to extend these opportunities in all subjects of the curriculum. The use of information and communication technology to support mathematics is not widespread.
25. Teaching and learning in science is good overall in both infant and junior classes, with all pupils enjoying the subject and responding to the enthusiasm of their teachers. Teachers make very good use of teaching methods associated with the literacy hour, which greatly enhance pupils' learning. They have improved their subject knowledge and expertise since the last inspection and have been well supported by a specialist science teacher. The improvement in pupils' learning has come about because teachers now place more emphasis on practical investigations and experimenting in science, challenging pupils to think more clearly and thus make real progress in extending their knowledge, understanding and skills. There are, however, few opportunities for pupils to ask their own questions or devise their own experiments. Further, day-to-day assessments do not yet fully affect day-to-day planning so that sometimes teachers expect too much or too little from pupils.
26. The quality of teaching and learning in information and communication technology is satisfactory overall, and teachers acknowledge their need to develop their subject knowledge so that their skills and expectations will be more appropriate for their pupils' needs. At present, teachers do not consistently provide enough opportunities for pupils to use computers to support their work in other areas and computers, although often switched on, are not used in many lessons.
27. Teaching and learning are good overall in art and design and history in both infant and junior classes. They are good in music in Years 1 and 2. Teaching and learning in geography are satisfactory in both infant and junior classes. There was insufficient evidence to make a secure

judgment on teaching and learning in music or in design and technology in Years 3-6. Although the quality of teaching and learning in physical education is satisfactory in the lessons observed, and good in one, overall it is unsatisfactory, but due as much to flaws in the planning and timing of the curriculum as to the teachers' lack of skills and enthusiasm.

28. Many teachers are particularly good at managing pupils and establishing orderly classroom procedures so that they create very effective learning environments for their pupils. Teachers also make very good cross-curricular links - for example, linking Hebrew studies very successfully in design and technology when pupils make booths for the Festival of Tabernacles or candelabra for the Festival of Hanukah.
29. Teaching and learning are good and often very good in Years 1-2 and in the foundation stage, but only satisfactory in Years 3 to 6. This is because teachers' management of pupils is sometimes insecure and classes become very noisy, causing teachers to slow the pace of the lesson so that pupils do not achieve as well as they could. Further, ongoing assessment is not always used to set tasks which suit pupils' needs. There has been some unusual disruption in learning in Year 2 because of staff illness and the class has seen a succession of supply teachers. Their current teachers are now working hard to re-establish and reinforce their expectations of how pupils will behave in order to learn more effectively.
30. The quality of teaching for pupils with special educational needs is good and sometimes very good in withdrawal. All pupils have good individual education plans with clear, achievable targets. These are used to plan suitable levels of work, although this is not always recorded on teachers' written plans. As a result, planning for some pupils on the lower stages of the register is sometimes too generalized, rather than tailored to their exact needs. Teachers and learning support assistants liaise well together, particularly when pupils are withdrawn for short sessions to improve their literacy skills. Pupils with statements of special educational need receive very good support from teachers and from well-prepared support staff. During the inspection, these pupils made good gains in their learning when working on individual programmes that were closely matched to their needs.
31. Pupils with English as an additional language are supported well by teachers and learning support assistants, and they achieve as well as their classmates.
32. The teaching of children in the foundation stage is good overall and prepares them well for the National Curriculum programmes of study. Teachers give equal opportunities by directing their questions to both genders and to all abilities so that all children are actively involved in lessons. All adults encourage children to talk, in Hebrew as well as English, explaining what they are doing, giving opinions or recounting experiences. Teachers of reception children plan with nursery staff so that children in different classes get a similar learning experience.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS ?

33. The school provides a suitable range of relevant and worthwhile learning opportunities for pupils in the foundation stage. The curriculum provided for the rest of the school is broad and very relevant. The learning opportunities promote the aims of the school and include all the subjects of the National Curriculum. Schemes of work and planning meet all statutory requirements. However, provision for physical education in both infant and junior classes and in design and technology in Years 3 – 6 is unsatisfactory because this good planning is not consistently implemented and too little time is given to the subject.
34. The effectiveness of the strategy for teaching literacy is good. The school places a strong emphasis on the teaching of literacy. The National Literacy Strategy is firmly embedded across the curriculum and teachers are using it confidently in all their teaching. This emphasis has raised

standards in all aspects of English and is making a positive contribution to standards in other subjects, particularly in history.

35. The effectiveness of the strategy for teaching numeracy is also good. The National Numeracy Strategy has been implemented but it is less firmly embedded across the curriculum and it is yet to have the expected effect on the standards in other subjects in the curriculum like geography and design and technology.
36. There are good policies and schemes of work for all subjects, which support teachers in planning appropriate activities. The previous inspection report noted unsatisfactory planning at all stages with no whole school approach to the curriculum. This has now been rectified and this is a good improvement since the previous inspection. This improvement is making a positive contribution to the progress being made by pupils through its emphasis on matching work to the needs of individual pupils.
37. Provision for pupils with special educational needs is good and all statutory requirements are met. Pupils with special educational needs have satisfactory access to the full curriculum although some are withdrawn from different subjects for individual tuition, support or small group sessions. The sessions are helpful but often take place at the same time each week which means that pupils miss out on significant chunks of subject time; for example, Year 3 pupils are withdrawn from art every week and this time is not made up. Staff need to review this practice to ensure that pupils have greater access to the full curriculum and that strategies are used to make up for missed learning opportunities. Pupils were observed to be unhappy at some withdrawal during the inspection.
38. The school is committed to inclusion for all and these pupils have full access to the curriculum and extra-curricular activities. Teachers' planning ensures these equal opportunities in most lessons. Procedures and systems concerned with special educational needs are good. Pupils know their targets and the co-ordinator has identified the sharing of targets as an area for future development to improve pupils' own understanding of their progress. The clearly written policy reflects the school's commitment to inclusion. The curriculum is particularly well modified for pupils with statements of special educational need to enable them to make good progress and take part in all the school has to offer.
39. Pupils who have English as an additional language are adequately supported, but staff do not always distinguish between the support given to pupils with special educational needs and those acquiring English in addition to their first language. These pupils do not need to be working at the level of lower attainers but need support for language acquisition while participating in activities which match their prior attainment.
40. The school provides a satisfactory range of after-school clubs and activities. These include netball, chess, and a choir. In this faith school, pupils are unable to take opportunities for inter-school competitive sports because these usually take place on Saturday, the Jewish Sabbath. Further enrichment of the curriculum takes place through cultural events such as book week, religious services, and class visits.
41. The school makes good provision for pupils' personal, social and health education. Emphasis is placed on the teaching of health issues and drug awareness, and good use is made of class discussions and formal lessons on current affairs to share personal and social issues. The current provision for sex education has been well thought out but some parents would like to see teaching on puberty and menstruation begun earlier than Year 6.
42. The school has good links with the Jewish community and these make a positive contribution to pupils' experience and learning. Visitors are welcomed into school and the school has satisfactory links with other schools, which eases the transfer of pupils to secondary school and allays parents' anxiety.

43. Pupils' good behaviour and their positive attitudes to their work are founded on the school's good provision overall for their spiritual, moral, social and cultural development, and make a significant contribution to the good quality of their learning.
44. The provision for spiritual development is very good, and well supported by the content of assemblies, and work in religious education. In a special assembly to mark the first day of the new month of the Jewish calendar which they had been invited to attend, the inspection team were very impressed and extremely moved by the reverence shown by pupils and the earnestness with which they made their prayers of hope, a desire for peace and a better tomorrow. A number of other subjects also support this area, notably literacy, science and history. For example, pupils exhibit appropriate awe and wonder when working on micro-organisms in science, or when spotting the pattern made by numbers. They express their own thoughts and feelings in reflective and creative writing (especially poetry) in literacy, dance and in empathic writing in history.
45. The provision for moral education is very good. Clear expectations of high standards of behaviour are expressed through the school rules, and acceptable conduct is very well promoted through the common purpose of shared values. The school environment is calm and good behaviour and attitudes are acknowledged positively and given a high profile. Pupils have a clear understanding of right and wrong. A constructive reward system and sanctions underpin the rules for behaviour. All staff are good role models for pupils and the caring and consistent way in which issues are dealt with effectively promotes the pupils' appreciation of tolerance and fair play. Moral aspects are taught well and pupils show a keen awareness of their responsibility towards property and the environment.
46. There is very good provision for social development. The school has a warm and welcoming ethos and relationships are good. This friendly atmosphere is encouraging the effective development of social skills. Pupils are taught strategies for dealing with difficult situations and personal, social and health education lessons are of positive benefit to the pupils. The pupils are also given responsibilities for tasks suitable for their age both within the classroom and around the school. Older pupils readily volunteer to help younger ones with many tasks including supervising them at lunch-times and occasionally reading stories to them. Pupils also develop a keen awareness of those less fortunate than themselves through their fund-raising for charities both at home and abroad, Jewish and non-Jewish. Of particular note is the large amount of money they have raised for Tuffkid, a nursery school for children with learning difficulties or physical disabilities. They also visit the school to help the children there.
47. Cultural provision for pupils was judged to be good at the time of the last inspection and remains so. Pupils' own Jewish culture is promoted effectively through subjects like history, literacy, art and music. They have the opportunity to work with musicians like Atara Ben Tovim, and artists like Polly Rockberger, and listen to the views of Jewish actors like Miriam Margolyes. These rich experiences enable them to put their new expertise and knowledge to work in public performances such as 'Hymie Plotnick and the Rabbi of Gloom.' Singing, in both Hebrew and English, is a great feature in the curriculum. In fact, the school rings with the sound of pupils' singing all day and every day. Pupils are also made aware of the contribution of great civilizations like Greece, but they do not have sufficient opportunities to know and appreciate the achievements of other cultures. As this is a faith school, pupils are not given many opportunities for the understanding of the major world faiths, although children in the foundation stage have celebrated the Chinese New Year. There are few books in the library to help pupils understand racial diversity, and opportunities are missed to celebrate the full range of cultural diversity found in Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school's provision for child protection is satisfactory. There is a brief but comprehensive policy which is well understood and adhered to by the named child protection officer. She liaises well with the appropriate agencies, and records of referrals and concerns are kept. The child

protection officer and some staff have received training in child protection matters. The school does not have a link governor with responsibility for child protection.

49. The school safety officer, together with a link governor, carries out annual health and safety audits. Recording of these is at present on an informal basis but the school is reviewing its procedures to formalize and record items of health and safety, which are of concern to the governors. The fire alarm system is tested regularly and regular fire drills are held. Chlorine levels in the school swimming pool are checked regularly and recorded.
50. The school has three first aiders, all of whom have received appropriate training; only one of the first aider's certificates is currently up to date. There is a well equipped first aid room and accidents are recorded. The school keeps good records of administration of medicines.
51. Procedures for the monitoring of pupils' academic performance and personal development are good. Pupils are extremely well known to staff, who meet regularly on a formal and informal basis, to discuss pupils' personal development and exchange information on their progress. Pupils interviewed, formally and informally, during the inspection week confirmed that they feel happy and secure in school and are confident to approach staff to discuss any issues that they wish. The school acknowledges that their use of assessment information in setting targets for individual pupils and the system for tracking their progress is underdeveloped, and this is a priority in the current school improvement plan.
52. The school gives good educational and personal support and guidance to pupils. Staff have a high level of concern for the welfare of pupils and, supported by the personal, health and safety programme which is being formalized by a scheme of work, provide a good foundation on which to build acceptable behaviour patterns through the promotion of self-confidence and the awareness of others.
53. The school has good measures to promote acceptable behaviour by its pupils. The headteacher, deputy head, midday supervisors and all staff regularly liaise to monitor and track pupils' behaviour. Physical and verbal violence and bullying are not tolerated by the school and children know the high expectations of behaviour in the school. There is a definite set of rules, which have been discussed with the pupils and parents, and these are clearly displayed in every classroom. The school's rules reflect the strong Jewish ethos, and the majority of pupils are constantly reminded of the high standards of behaviour and religious observance expected of them.
54. In the main, pupils accept responsibility for their own actions. Good behaviour and work are rewarded by a 'golden sash' which is presented to infants, who wear it with pride for the week, or gold certificates if behaviour is particularly good. The names of pupils who have demonstrated exceptional work or good behaviour are recorded in the 'Golden Book', which is on public display in the foyer. Pupils take a great deal of pride in this book and are keen to add their names to it.
55. The school has good procedures for the monitoring and improving of attendance. Attendance registers are marked each day using an electronic system. First-day absences are tracked by teaching staff, who liaise with the school office. Parents are very aware of the school's expectations of their children's good behaviour and also know that good attendance is necessary to ensure that pupils make good progress. Unauthorized absence at the school is nil.
56. The school's procedures for assessing pupils' progress are good, although they are still in the early stages of implementation and the use of assessment data for setting individual targets is inconsistent, the best practice being in Years 1,2 and 6. In these classes, teachers make regular assessments in between the annual interim tests, and carefully record individual strengths and weaknesses in order to improve their planning to meet pupils' needs. The assessment co-ordinator is aware of the inconsistencies and the school has prioritized this issue in its current development plan.
57. The identification strategies for pupils with special education needs, including test results, are appropriate although a number of pupils on the special needs register would not be likely to be identified as such in other schools. Staff discuss pupils informally but this does not always feed

into planning. Reviews of individual education plans (IEPs) are very well-recorded as are annual reviews of pupils with statements of special need.

58. The stages of the Code of Practice for pupils with special educational needs are implemented appropriately and the special needs co-ordinator has taken positive steps to implement the new revised Code of Practice. These good standards have been maintained since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The majority of parents who responded to the pre-inspection questionnaire were supportive of the school, as were most of the parents who were interviewed by the team during the inspection. Parents feel their children like school, make good progress and behave well. Some think that the school is well led and managed, and feel comfortable about approaching the school with problems or questions. Inspection findings completely concur with these views.
60. A significant minority of parents felt they were not kept well informed about how their children were getting on and that the school does not work closely with parents. Inspectors do not agree with these views. The quality of information for parents about school activities and pupils' progress is very good, as is the school's communication with them. The school always welcomes parents, has an 'open door' policy and values their involvement and support. The school has produced a very 'parent-friendly' brochure giving useful information about the school organization, rules and ethos. Newsletters are produced on a weekly basis by the school, giving information about proposed activities, pupils' progress and innovations the school wishes to introduce. Many parents feel that there are not enough after-school activities for pupils, particularly sporting clubs and competitive events. As previously noted, the lack of competitive sports is because most of these take place on Saturday, the Jewish Sabbath, and pupils and parents would not be able to attend. Most parents think there is enough homework although some think that there is too much for younger pupils. Inspectors agree with the latter point, but judge that the amount and quality of homework for Years 5 and 6 is a good preparation for secondary school. There was significant disagreement about the leadership and management of the school, but inspectors could find no justification for this.
61. The school has arranged for a curriculum evening to be held once per year where parents are given an overview of secular and non-secular subjects to be studied for the following year, plus long term planning in all subjects. Additionally, there are three open evenings per annum, one early in the year, one after the interim reports, and one after the annual written report is given out. At each open evening, parents have the opportunity to meet teachers to discuss with them their children's progress. Before the first open evening, a questionnaire is sent to parents, inviting them to inform the school of any items of concern they wish to discuss at the forthcoming open evening. The school is very proactive in contacting parents if they have any concerns about pupils' education or pastoral progress. Parents know they can contact the school at any time without appointment to see staff members if they have any concerns about their children's welfare.
62. Induction procedures for children joining the school are good. An 'open evening' is held for prospective parents: parents and children who have accepted places spend a half day in school during the term prior to admission.
63. Parents are given a detailed report of their children's progress each year. These reports are well prepared and presented and give full information to parents about their children's progress on a subject-by-subject basis. A separate report for Jewish and Hebrew studies is also provided. The interim reports midway through the year give pupils' grades.
64. The school is extremely conscientious in involving parents in the life of the school and in their children's education. Parents are actively encouraged to come into school to help and a good proportion of them do so. The school much appreciates their involvement and they help in a variety of ways such as hearing readers, supervision on school outings, helping at swimming and in the classroom. Their work is much valued.
65. The parents' association is a very active body which raises significant funds for the school and makes a considerable effort to involve everyone in its life. They hold several successful functions such as swimming competitions, film shows, Sabbath and post-Sabbath meals and successfully raise large sums of money for use in the school, which are greatly appreciated.
66. Liaison by the special needs co-ordinator (SENCO) with the parents and carers of pupils with special educational needs is very good. They are not only informed about issues such as pupils'

individual education plans (IEPs) but also involved, where possible, in reviewing the plans. This is very good practice. Liaison with families and external agencies is well recorded but it is not clear how this is done when the co-ordinator, who works only two days a week, is not in the school. Informal liaison takes place between the SENCO for Hebrew studies and SENCO for the National Curriculum but further collaboration could address this issue. Good links are maintained with support agencies and privately funded support staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The overall leadership and management of the headteacher and key staff are good. The headteacher provides clear leadership and his commitment to raising standards is clearly demonstrated in the good improvement made since the last inspection. He is well supported in this approach by the able deputy headteacher, co-ordinator for special educational needs and the subject co-ordinators, who all have a good understanding of their roles. There has been significant improvement in the leadership and management of the school since the last inspection, where it was judged to be satisfactory. For example, there is now a more coherent structure to the governing body who work constructively with the school's trustees in their very positive commitment and systematic approach to raising standards. This is well illustrated in the improvement in standards in the core subjects. As well as the rise in standards, there have been significant improvements in other aspects of school life – for example, better curriculum planning and continuing developments in assessment procedures and the use of assessment information. All these factors contribute positively to the success of the school. The aims of the school are well reflected in its work.
68. The monitoring of the curriculum is understood and welcomed by all staff and this is a great improvement since the last inspection. There is, however, still scope for improvement since non-core subject leaders, most of them working part-time, have no release time which is appropriate for them to exercise their management function of going into classrooms to observe and support colleagues. They are reliant on the reviewing of medium and short term plans and the standards of work produced. The system is monitored by the senior management team and the headteacher and has direct links into subject and school development planning. This also gives staff access to continuing professional development.
69. All staff, including support staff, work well together as a team for the benefit of all pupils. All share a commitment to raising standards and they have a good understanding of areas for development in their subjects. For example, the co-ordinators for music and physical education are aware of the inconsistencies in the teaching but have no way of monitoring classroom practice for themselves. The way in which the co-ordinators show an enthusiasm for new initiatives and work together as a team contributes positively to the improvement in standards.
70. The leadership and management of special educational needs provision is good. There is an experienced special educational needs co-ordinator (SENCO) who manages the provision effectively given that she is in school for only two days a week. There is an appointed governor for special educational needs but, as she also works at the school as a teacher, the arrangements for governor monitoring of provision are informal. A clearer distinction between the roles of named governor and teacher could ensure that provision is monitored more effectively. The register is up to date. School funding for pupils with special educational needs is used appropriately and supported significantly through parental contributions for privately funded staff. The co-ordinator works hard to ensure that the requirements of the Code of Practice are fully met. She uses her allocated time out of the classroom each week effectively to advise and support teachers and support staff, liaise with parents and to assess pupils who are identified as causing concern.
71. There are several reasons why the school is now so effective. The consistently good quality of teaching is fundamental to its success. The headteacher and senior management team monitor teaching effectively, enabling teachers to give of their best. This is also a significant improvement since the last inspection, when monitoring systems were insufficiently rigorous. Another reason for improvement has been the close evaluation of the school's performance and the evaluation of

the results of statutory tests. Monitoring and evaluation of the school's performance are now good. This has resulted in the introduction of target setting which is currently being developed so that pupils' progress can be more accurately tracked to make a more positive contribution to the high standards achieved.

72. The governing body fulfils its responsibilities well. Governors are supportive and have a very good understanding of their roles. This aspect too has improved considerably since the last inspection. At that time, governors and trustees were inclined to work separately instead of together for the benefit of the school. Now governors and trustees work well together and this has now become a strength of the school. The governors are well informed about strengths and weaknesses of the school because of their frequent meetings and the reports from the headteacher and the head of religious studies. Their areas of responsibility are matched to their own expertise and the good quality school improvement plan now includes clear and appropriate targets and success criteria. They have ensured that all the key issues for improvement had been addressed successfully. For example, there is now a coherent whole-school approach to planning the curriculum and, apart from physical education, all statutory requirements are met.
73. The school makes good efforts to ensure that it provides value for money and is showing that the school obtains good quality goods and services, for example, through appropriate competitive tendering.
74. The school had built up a large reserve fund by prudent budgeting over many years, although this has been considerably drawn upon towards the end of the financial year. The finance sub-committee of the governing body, along with the trustees, takes a proactive part in managing the school finances. The school has carefully used all available grant monies to purchase appropriate resources; for example, National Grid for Learning monies have been used to purchase an attractive computer suite and update computer facilities at the school. In addition, the school has used the standards grant to support the employment of an additional infant teacher for one year.
75. The fund-raising committee has raised a considerable sum of money in recent years, which has been well applied to increasing the size of classrooms, installing a science and technology suite and providing playground improvement.
76. Accommodation at the school is good. The building is in good repair and good structural and decorative order. All classrooms are light and airy and, except for one, provide good space for the numerous activities that the school promotes. The outside play area is good and there is a reasonable range of equipment for the use of children in the foundation stage, with the exception of wheeled vehicles which are few in number. The building is very well maintained and free of litter and graffiti and the cleanliness of the building is of a good standard. There are ample toilet facilities for pupils of both sexes. The public areas and classrooms are well organized although display does not always celebrate pupils' achievements or provide sufficient challenge to take learning forward.
77. The quality and range of resources to support the curriculum are satisfactory in some subjects. They are unsatisfactory in music and physical education. The school has a separate, well-equipped computer suite and library, which is fairly well stocked but is still developing its resources. In English, science, art and history, resources are satisfactory. There are not enough and challenging texts for the older and higher attaining readers. In geography, more up-to-date texts and artefacts are required. The limited curriculum time for non-core subjects means that resources are not always used to their best effect.
78. The school has a generous number of teachers to teach the subjects of the National Curriculum, with adequate numbers of learning support assistants. The teachers are motivated and work together well as a team. The generally enthusiastic support staff work well with the teaching staff and know the needs of the pupils well. This makes a significant contribution to the good quality of pupils' learning. The school has a satisfactory written policy for the induction of newly qualified teachers and methods of supporting teachers new to the school. Recent newly qualified teachers and new staff have had the support of experienced staff through regular meetings and

observations. The same good procedures are applied to student teachers working within the school, and to those taking part in the graduate and overseas graduate teacher programmes. Job descriptions have been agreed and performance management strategies are well implemented. All training is evaluated and new ideas and practices are readily shared; for example, when co-ordinators attend courses in their subjects, they feed back their improved knowledge and skills in 'twilight' sessions for colleagues. Nevertheless, the analysis of the effectiveness of courses on standards is at a very early stage of development. Where job share takes place, however, there is not sufficient liaison between the appropriate staff members and there is therefore a lack of cohesion in lesson planning.

79. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income is a little above average. The attainments of children on entry in recent years are broadly average, but better in the area of communication, language and literacy which underpins all other learning. Last year's cohorts in Years 2 and 6 arrived with attainment which was above the borough average and by the time they left the school at the age of eleven, pupils' attainment was well above average, and they achieved very well. The current Years 2 and 6 cohorts are also achieving very well, and children in the foundation stage make rapid progress from their average attainment on entry. The quality of education, including the quality of teaching, is good. The school promotes very good attitudes and achieves good standards of behaviour. Provision for spiritual, moral, social and cultural development is good overall. Taking all these factors into account, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to further raise standards and improve the quality of education offered, the headteacher, key staff and governing body should:
- (1) Ensure that the good planning for physical education in both infant and junior classes, and for design and technology in the junior classes, is fully implemented(8, 27, 33,72, 81, 86,125, 131 155-160)
 - (2) Review and revise the use of available curriculum time to create a better balance between core and non-core subjects(*Paras. 8, 27, 33,119, 124-5, 135, 143, 154-5*)
 - (3) Further develop the use of assessment information in setting targets for individual pupils, especially those with special educational needs and those with prior higher attainment, so that may achieve their best***(*Paras. 10, 22, 25, 29, 51, 56, 94, 105, 119*)
 - (4) Raise expectations of pupils' behaviour in some classes and reinforce them consistently in order to establish a more effective learning environment(*Paras. 22, 29, 91, 103, 118, 147*)
 - (5) Improve resources, and the use of those already available, particularly in the non-core subjects of music, physical education, geography, and in outdoor provision for the foundation stage, so that pupils may achieve the same good standards as they do in the core subjects(*Paras.77, 86, 88, 95*)
 - (6) Ensure pupils are more fully prepared for life in multi-cultural Britain by a greater celebration of the diversity of cultures.(*Paras. 15, 47, 154*)

***This issue has already been identified by the school as an area for development and prioritised in the current school improvement plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	23	14	3	0	0
Percentage	6	20	43	26	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Fewer lessons were observed than usual because of the many lessons in Hebrew Studies. Care should be taken when interpreting these percentages as each lesson represents more than one percentage points.

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)	30	234
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	22	23	23
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	94 (97)	94 (97)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	22	23	23
	Total	33	35	34
Percentage of pupils at NC level 2 or above	School	92 (97)	97 (94)	94 (94)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	16
	Girls	15	14	14
	Total	31	31	30
Percentage of pupils at NC level 4 or above	School	97 (90)	97 (93)	94 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	14	13	15
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	91 (90)	91 (87)	97 (87)
	National	72 (70)	74 (72)	82 (79)

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	204
Any other minority ethnic group	0

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	0	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)	12.83
Number of pupils per qualified teacher	11.8
Average class size	33.4

Education support staff: YR – Y6

Total number of education support staff	3.5
Total aggregate hours worked per week	86

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1.8
Total aggregate hours worked per week	98
Number of pupils per FTE adult	10.7

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	920580
Total expenditure	912247
Expenditure per pupil	3482
Balance brought forward from previous year	26181
Balance carried forward to next year	34514

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	2.3
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.24
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	264
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	35	9	9	3
My child is making good progress in school.	33	46	14	4	4
Behaviour in the school is good.	32	61	8	0	0
My child gets the right amount of work to do at home.	25	48	16	4	6
The teaching is good.	33	44	11	6	5
I am kept well informed about how my child is getting on.	23	47	19	9	3
I would feel comfortable about approaching the school with questions or a problem.	42	41	5	11	1
The school expects my child to work hard and achieve his or her best.	39	46	13	1	1
The school works closely with parents.	25	42	20	9	4
The school is well led and managed.	19	44	13	11	13
The school is helping my child become mature and responsible.	27	47	6	6	14
The school provides an interesting range of activities outside lessons.	8	16	32	28	16

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

81. Provision for children in the foundation stage is good overall, despite the lack of sufficient resources for outdoor play. Standards have improved since the last inspection in all areas of learning, except physical and creative development. The curriculum is broad and balanced, based on national guidance and with a smooth transition to National Curriculum programmes of study by the last half-term of the reception year. Both the Hebrew studies and the National Curriculum are thoroughly integrated in the foundation stage, each supporting the other: for example, through the use of bilingual labels and notices. This is enriched by visits to places of historical or natural interest, and in walks around the immediate locality. Children enter the nursery when they are three and the reception classes in the year in which they become five. They are accommodated in two classes, 30 in the nursery and 34 in the reception class. Before they start school, they make visits to join in story-time and in infant playtimes so that they and their parents meet their teachers before their school career begins. Prospective parents also meet the headteacher and are invited to tour the school. This results in a smooth start to their education. Although children in last year's Years 2 and 6 arrived with abilities which were above the borough average, the current cohort have a broad range which are generally in line with the borough average. However, the current year group is strong in communication, language and literacy which underpins all other areas of learning. Children are taught well and make good progress during their time in the reception classes.

Personal, social and emotional development

82. In personal and social education, children are likely to exceed the early learning goals by the end of the foundation stage. This is because of the well-established classroom procedures and routines for example, almost all children remember to put up their hands to ask and answer questions, with only a few still calling out. They work well together alone, or in pairs and small groups, or as a whole class. Higher attainers already work independently although with a lot of chatter, mostly about the pictures on their worksheets. The quality of teaching is good and teachers' expectations are high, so that pupils achieve well. There is very little squabbling over resources and the quality of relationships is generally good. Pupils collect their own pencils for writing practice and are beginning to understand the need to listen to each other and show respect. This is fostered through class discussion, when children listen quite well and understand the convention of not speaking when others hold the floor. Classroom assistants have a sensitive and sympathetic approach, carefully applying positive behaviour strategies to provide an effective learning environment.

Communication, language and literacy

83. Children are on course to exceed the early learning goals in communication, language and literacy by the end of the foundation stage, and they achieve well. They listen well and are encouraged to expand their answers from one word or one phrase and make their speech more interesting. Most speak clearly and confidently with little prompting. They know that print conveys meaning, and that English books are read from the front to the back and from the left to the right. Children in the nursery are beginning to read and they rarely confuse their English and Hebrew texts because they understand the term 'title.' The majority begin to use their knowledge and understanding of sounds to read the words they have put together. Their attempts at independent writing are developing well, considering their age, and the teacher ensures that writing materials are always available for practice in the writing corner. Children enjoy listening to stories and join in enthusiastically. They confidently and competently use computers to support their language development. In the reception class, children are developing their emergent writing very well: for example, an average attainer used phonic skills to try out the word 'hiperpotms' for 'hippopotamus'. They practise their writing in both Hebrew and English, learning the phonics for spelling simple words. The quality of teaching and learning is good in both the nursery and the

reception class. Teachers plan resources very well and ensure that they are very well used, with the children responding very well to the tasks and working with good concentration. Children learn about stories from other cultures with books such as 'Handa's Surprise.' Children of all abilities make steady progress, and the teachers' good use of praise encourages children to try even harder next time.

Mathematical development

84. In mathematical development, most children are on course to exceed the early learning goals by the end of the foundation stage, and they achieve well. Teachers, both in the nursery and in the reception class, help pupils to understand the key vocabulary used in mathematics and plan lessons with work suitably adapted to the differing needs of individuals. The teacher and the classroom assistant use a good variety of teaching strategies, which are well thought out, and the use of time is generally good. The quality of teaching and learning is good in both the nursery and the reception class, with children being appropriately challenged to think about their work and try to improve it. They demonstrated a very good understanding of number bonding in a lesson where teaching and learning was excellent. By the end of a lesson intended to recapitulate and consolidate their prior learning on two-dimensional shapes, pupils knew and understood the properties of a rectangle and a trapezium. The teacher had planned the lesson well and clearly explained the objectives, taking the learning forward at a cracking pace. In the reception class, pupils explored patterns by threading and lacing coloured beads. They accurately matched picture dominoes or the number of cubes to a numeral. They used their mathematical skills when they measured ingredients for their baking.

Knowledge and understanding of the world

85. Children are on course to exceed the early learning goals in their knowledge and understanding of the world by the end of the foundation stage, and they achieve well. Children played with wooden railway tracks, discussing whether to put in a tunnel or a station. They celebrate festivals and special events like a fireworks display, or Jewish festivals, and the Chinese New Year, when they made a dragon and performed a dragon dance. Children's achievement is benefiting from the cross-curricular links with Hebrew studies - for example, staff from a local bakery visited the school and helped children to make their own matza. Children learned to weave paper boats, using scissors and glue sticks confidently and competently in this link with the story of Moses and the Passover. Teaching and learning are consistently good in both the nursery and the reception class. Teachers' explanations are very clear, making it easy for children to understand what is happening. Pupils' literacy skills are developing well and they use their art skills to support their learning about 'People Who Help Us.' Children's behaviour is very good and they are all keen to ensure that they take part in the lesson, working with much enjoyment and learning well. Teachers' very good questioning techniques ensure that secure assessment information is noted for use in future planning. Children are well accustomed to using computers and cassette-players to support their learning, and competently and confidently use the computer mouse and operate a tape-recorder. They also helped teachers to input the necessary information for a programmable toy. They learn about the life-cycle of the frog and, in preparation for a visit to London Zoo, they examined the textures of the skins of snakes and leopards. In the reception class, children experimented with a variety of toy vehicles running down a ramp, as they investigated forces. They predicted which would go farthest, measuring the distance with pigeon-steps. They were developing an early understanding of a 'fair test; when they discussed the materials used and that the wheels must be at the top of the board before letting the vehicle go. They recorded the number of pigeon-steps and draw conclusions from their drawings of the vehicles and the numbers recorded. In the computer suite, they pointed and clicked the mouse, filling in colours to reinforce their learning of the sound 'b'. They saved and printed, with some assistance, then wrote their names on their pictures.

Physical development

86. In physical development, children are on course to meet the early learning goals by the end of the foundation stage. Pupils make satisfactory gains as they go through the year. They walked, ran and stopped on command with good awareness of the people around them, changing direction easily and avoiding collisions with others. The majority listened carefully and obeyed instructions promptly. They extended their knowledge and understanding of positional language when they carried out the commands to stand 'in front of the chair' or 'to the side of the chair' or 'go under the chair.' The quality of teaching and learning is satisfactory. However, there is a lack of planned opportunities to use the outdoor facilities. The school acknowledges this and plans are in hand to improve the situation. There is also a need to improve resources such as wheeled vehicles, particularly tandems and multi-seated, so that more children can use them. Children manipulated large and small construction toys with increasing dexterity, and used the correct pencil grip when writing. Hand and eye co-ordination is still developing at the appropriate rate. The majority of children have exceptionally good cutting skills and their control of pencils is developing very well.

Creative development

87. Children are on course to meet the early learning goals in creative development by the end of the foundation stage. Most of them work competently together, acting out their own experiences; for example, when they enact their own experiences in the home corner which, in the past, has been a pirate ship and, during the inspection, was a home prepared for the coming festival of Passover. The quality of teaching and learning is satisfactory overall, with teachers and support assistants in the nursery and reception class giving good encouragement to talk about home life and share their own experiences. Children sing familiar songs in English and Hebrew with enthusiasm, and respond to music by smiling, nodding and swaying. Their learning has been extended by their work with visiting musicians like Atara Ben Tovim. The children sing very well and far better than would be expected for their age, especially in the nursery. The volume is good, the singing is rhythmical and mostly in tune. The art work on display is satisfactory and they work well together on collages like the one they made of the Hebrews crossing the Red Sea, with pupils combining colour mixing with their knowledge and understanding of stories from the Torah.
88. The quality of teaching is good overall, and occasionally very good. Teachers give equal opportunities by directing their questions to both genders and to all abilities, so that all pupils are actively involved in lessons. Work is adapted for differing abilities and children are well supported in their activities. Classroom support assistants are well briefed to give praise and encouragement to help build confidence and self-esteem. All adults encourage children to talk, explaining what they are doing, giving opinions or recounting experiences. There is no official co-ordinator for the early years but teachers in the nursery and reception classes plan together. They also worked together on the scheme of work for the early learning goals and found this especially helpful in integrating Hebrew studies. Baseline assessment is carried out in the first half-term of children's attendance, and is repeated when children enter the reception class. Ongoing observations and assessments are carried out, with significant strengths and weaknesses in individual children's learning noted in the teacher's day book. Teachers plan literacy and numeracy together so that children in the nursery and reception class get a similar learning experience. Resources are adequate but the difficulty of planning for regular outdoor activities means there are problems in using wheeled vehicles, climbing and balancing equipment or large construction kits for outdoor use. Although the teachers plan some outdoor activities, outdoor provision is only just satisfactory.

ENGLISH

89. Inspection evidence shows that pupils' attainment in listening, speaking, reading, writing, spelling and handwriting is above average in English and other subjects in both infant and junior classes. This represents good achievement from pupils' average attainment on entry. Attainment in a minority of lessons in the junior classes and in books in the infant classes is in line with the national average. Attainment was below average in one junior class lesson where the pupils' behaviour and attitudes hindered learning and the teacher had too few behaviour management

strategies to enable pupils to improve their behaviour and for learning to take place appropriately. The school has broadly maintained standards throughout the school since the last inspection.

90. Pupils of all abilities make good, and sometimes very good progress, which is good achievement overall. Progress of pupils with special educational needs is good in relation to the targets in their individual education plans. Progress of pupils with English as an additional language is sound.
91. Pupils' listening skills are generally good in both infant and junior classes. Pupils usually listen attentively to staff and peers in whole class and group activities - for example, when listening to, or discussing, stories or poems. Pupils usually focus well in activities such as guided reading or writing. On occasion, pupils' listening is unsatisfactory and, although staff remind pupils to listen appropriately, this does not always happen.
92. Pupils' speaking skills are above average in Years 2 and 6. A number of pupils at both key stages are very confident, articulate speakers who express themselves clearly and, when required, can expand their answers confidently; for example, when discussing their favourite authors or stories. When given the opportunity, pupils discuss ideas with peers equitably and this enhances their learning; for example, when writing poetry in pairs. On a few occasions, when pupils from the same class work in different rooms with different teachers, one group misses out on speaking activities and this reduces the effectiveness of their learning. On several occasions, teachers dominated whole-class sessions and pupils' opportunities to contribute were curtailed.
93. By the end of Year 2, pupils' reading skills are above the national average. Year 1 pupils read accurately and with developing fluency. Most read with understanding but a higher attaining pupil who read to an inspector did not correct errors and was unable to answer questions about what she had read. Pupils are learning about indexes and can deploy these skills to find particular information in books. Year 2 pupils read quite complex texts with accuracy, independence and developing fluency, individually and as a class. They name their favourite books and know about favourite authors.
94. Infant class home-school records show that parents and carers make a significant contribution to pupils' progress. Teachers' contributions to the records are infrequent. Junior class records are inconsistent and some teachers keep no reading records. It is difficult to see how they monitor the progress of pupils, apart from using the results of national tests which do not inform pupils about how they could improve.
95. By the end of Year 6, reading attainment is above average and some readers in most classes are very good readers. Most pupils read challenging texts independently, accurately and fluently, with understanding. They recall earlier parts of a story well and talk of favourite books and authors. A number of pupils were reading books from home because the school does not have a suitable choice for them. Pupils comment negatively on the lack of choice and lack of time for independent, undisturbed reading at school. Pupils use dictionaries and thesauruses appropriately. The school library is out of action at present due to redevelopment. Even the oldest and highest attaining pupils, however, do not speak confidently about how to locate and select non-fiction; they talk of choosing non-fiction by alphabetical order. This is a weakness of the curriculum. Year 5 pupils read poetry well as a class, finding rhyming couplets and internal rhymes. Year 4 pupils are learning about contents pages and glossaries in non-fiction, and understand themes and events in their reading. Year 3 pupils read confidently with developing expression, individually and as a class.
96. Writing standards are above average in Years 2 and 6, with some very good writing by a minority of pupils. The work in books shows a wide range of written styles such as play scripts, poetry and debate, and some good or very good extended writing. Year 6 pupils, given the opportunity, write freely, quickly and confidently, record their ideas well and edit their writing accordingly as it develops. Year 5 pupils answer questions about different poems on a similar theme - for example, Auden's 'Night-Mail.' Written activities in one lesson were, however, much less challenging than the teacher-led oral work about challenging concepts such as the use of juxtaposition by famous poets. Pupils would have benefited more from writing in response to the teacher's introduction than they did from the less challenging exercises in the workbook. Year 4

pupils successfully record their work using glossaries and when adding subjects to a contents list. In a Year 3 lesson, a good introduction to comparing poems on the theme of the wind, was not well supported by the writing activity, which was late starting so that pupils did little work.

97. Standards of spelling are good in both infant and junior classes. Most infant pupils spell simple, frequently-used words accurately and learn to spell through work on word families or spelling patterns such as 'nose, home, bone.' Junior pupils spell unfamiliar and polysyllabic words accurately. Pupils are not hindered from writing by concerns about their spelling skills. Some staff do corrections for pupils when marking work and this does not encourage pupils to learn spelling patterns themselves, particularly in the junior classes.
98. Standards of handwriting are above the national average by the end of Years 2 and 6. By Year 2, pupils form letters accurately and legibly and their joined writing is developing well. By Year 6, pupils' handwriting is fluent, in many cases many with an attractive style, and older pupils use pens appropriately but practice is inconsistent. The presentation of some work is untidy and handwriting in books is sometimes unsatisfactory.
99. There were few examples of information and communication technology observed in lessons and books. The strategy for teaching literacy is effective although not all lessons follow the Literacy Hour format.
100. Teaching is good overall in the infant classes with very good teaching in one very well-planned lesson when pupils were very clear about what they would be able to do by the end of the lesson. Very good questioning ensured effective learning, the lesson had good pace and the teacher had high expectations. Occasionally, group activities are undemanding; for example, the majority of a lesson is spent on writing simple sentences when pupils are capable of working on texts. Marking is positive, though some consists only of ticks, providing little guidance as to how pupils can improve their work. The quality of teaching has improved since the last inspection.
101. Pupils use their literacy skills very effectively throughout the school in many subjects other than English – for example, in writing scientific reports of experiments, retelling historical events and writing empathetically about the Crimean War. Good use is made of discussion opportunities and pupils are encouraged to reflect and debate various issues across the curriculum. In all subjects of the curriculum, pupils extended, improved and practised the appropriate, sometimes very specialized, vocabulary with confidence.
102. Throughout the school, most teachers handle whole-class sessions well and learning support assistants support pupils well in whole-class and group sessions. Staff do too much for pupils – giving out resources or telling pupils, even older ones, simple things such as when to take out pens or rulers. Pupils are very capable of taking responsibility for these simple activities.
103. Teaching in the junior classes was good or better in half of the lessons observed; it was very good teaching in one lesson where teaching was very focused on the learning objectives, the three teachers in the classroom worked together well, had a good rapport with pupils and activities matched pupils' prior attainment very well. Teaching was unsatisfactory in one lesson where, although the teacher had a very expressive way of interpreting poetry, made positive comments about pupils' reading aloud and used a good range of poems, very little learning took place because of pupils' unsatisfactory behaviour and the teacher's ineffective discipline strategies. Marking is generally good with some good detailed comments which show interest in what pupils have written. The quality of teaching has improved slightly since the last inspection.
104. Pupils' attitudes and behaviour are good in most lessons and were excellent in one lesson where pupils displayed mature attitudes to work and learning.
105. The co-ordinator manages the subject well despite being part-time. Teaching has been monitored but the targets for development are not recorded formally to track improvement. Day-to-day assessment does not yet fully affect planning.

MATHEMATICS

106. Standards of attainment are above the national average in Year 2 and Year 6. They are occasionally well above in Year 2. By Year 2, pupils have a good knowledge of place value and sequence numbers into the 1000's, and are well aware of odds and evens. Higher attainers understand addition and subtraction as inverse operations and know that, when a number cannot be shared equally, there will be a remainder. Most are very confident in halving and doubling numbers and quickly pick up the concept of division. Year 1 pupils made sound and often good progress in a lesson on number bonds, telling stories of seven. They occasionally had difficulty counting on in tens. Some Year 2 pupils are already familiar with simple fractions, readily identifying those having a similar value. They use this knowledge well to solve problems. Pupils of average and below average ability make appropriate use of multilink cubes, although the higher attaining pupils find them a distraction, preferring to work things out in their heads. Tasks set do not always take account of this. Teachers challenge lower attainers well so that they reach approximately the same standards as those of the majority of the class. Their expectations of higher attaining pupils are appropriately demanding. Examination of past work shows that most pupils classify 2D and some 3D shapes well, having a grasp of angles and symmetry. They collect data, sort information, and represent it appropriately in graph form, using the results to estimate further conclusions. The quantity of work produced by pupils is high, but the quality and complexity in work by higher attainers are not vastly greater than achieved by the rest of the class, so they do not always work to the limit of their capacity.
107. Inspection evidence shows that by Year 6 standards are above the national expectation. The difference between last year's national test results and inspection findings is explained by the fluctuating abilities of pupils on entry. Pupils' number skills, including their mental agility, are very good. In problem-solving exercises, teachers focus well on realistic tasks so pupils are well motivated. In Year 3, all pupils are secure in their knowledge of 2, 5 and 10 times tables, counting confidently forwards and backwards. They seek and identify patterns in number squares, spotting columns and diagonals and gleefully colouring them in. Year 4 pupils explain how rounding figures up or down to the nearest ten makes calculation easier. They came up with ingenious explanations for one person renting 28 videos in one month - for example, 'must be a professional video-watcher!' They used known number facts and place value to add mentally, including any pair of two-digit whole numbers. In this lesson on data handling, they estimated the number of videos rented out each week and then chose their own method for calculating totals. Pupils write draft sums for peers to complete, some using five-digit numbers. They work on money problems competently and accurately, with higher attainers working on harder equations. In Year 5, pupils displayed a good concept of volume and area, giving sensible answers. In an excellent lesson, with pupils investigating a budget for furnishing a room, pupils made 3D nets to construct the room for themselves, making choices and decisions in terms of the use of financial resources within tight budget constraints, and a volume plan of the dimensions of the room. Pupils focused on accuracy and explained their rationale for the decision they made, developing an understanding of scales and plans, and applying their mathematical understanding to real-life problems. This lesson also provided opportunities for working co-operatively in pairs. By Year 6, pupils identify and use appropriate operations to solve problems involving numbers and quantities, using a variety of ways to arrive at a solution. Most pupils answered questions correctly, demonstrating skills in logic and number. Work on the measurement of angles develops well, with pupils being challenged beyond the expectations for their age. Pupils group data and produce a variety of graphs, e.g. pie charts, block and line graphs, Venn and Carroll diagrams.
108. Teaching and learning are good overall and there were instances of very good and excellent teaching. One lesson was unsatisfactory because the teacher's subject knowledge was insecure and she gave pupils incorrect instructions. The pupils knew this and tried to correct them, but the teacher would not allow this. Teachers are familiar with the National Numeracy Strategy and make appropriate use of all the elements. The pace of most lessons is sufficiently brisk to support pupils' development in rapid mental mathematics. Effective questioning techniques make pupils think about the methods they use. This approach encourages pupils very well so that they are usually eager to contribute to lessons. Moreover, pupils become absorbed in their work, co-

operating well - for example, in pair and group work, which the teachers monitor effectively. Good relationships mean that behaviour is regularly good. The plenary sessions usually draw everything together well so that pupils see what they have achieved and where they need to go next. Expectations are generally high so that they make good progress. The examination of pupils' past work shows, however, that marking is minimal, with very little evaluative and developmental comment.

109. Pupils' good use of the correct mathematical vocabulary they hear supports their development in literacy. Numeracy skills are also developing across the curriculum, although not so well as literacy skills. Pupils consolidate, for example, measurement in design and technology, and graph work in science. They use time lines in history, both world and Jewish. The use of information and communication technology to support mathematics is not widespread. In some lessons, despite a computer being available and switched on, no use was either planned for or made of it. A thorough assessment system is in place that enables teachers to track pupils' progress. It has been used successfully to address the achievement of lower attainers.
110. The school has made satisfactory improvement since the last inspection and standards have been maintained. The subject is managed satisfactorily and the co-ordinator is aware that more needs to be done to establish the National Numeracy Strategy more firmly. It has been slow to embed because of the recent unusual incidence of staff discontinuity. The co-ordinator has a good knowledge and understanding of the role and exercises it effectively in spite of being part-time, in terms of monitoring and evaluating both provision and classroom practice, and she is a positive influence on the subject throughout the school.

SCIENCE

111. By the end of Years 2 and 6, attainment overall is above average. The results of national tests show a rising trend over the last few years and this indicates a modest improvement since the last inspection. However, although the majority of pupils achieve to a satisfactory level, building on the good work done in the foundation stage, a small minority of higher attainers do not achieve as well as they should.
112. By the end of Year 6, standards are above average. The reason for the difference in these findings and the results of the national tests in 2001, is the fluctuating abilities of pupils on entry to the school and the lack of emphasis on pupils' independent work in asking their own questions and devising their own experiments.
113. At the time of the last inspection pupils' progress was limited by having insufficient experience of carrying out simple experiments and making conclusions. This hindered the pupils from attaining higher than average standards. During this inspection, pupils were observed carrying out many simple experiments in fair ways and demonstrating a good understanding of what makes a test fair, making predictions based on previous knowledge, and drawing logical conclusions. This represents a good improvement on the last inspection, although the experimentation observed was largely over-directed by teachers.
114. In the infant classes, pupils study forces and materials, showing a clear knowledge and understanding of pulls and pushes, and which materials are appropriate for which purposes, gained through their investigations. They are making a good beginning in the methods of scientific enquiry and recording, incorporating their predictions of what will happen. They present their findings in a variety of ways such as charts and graphs, and occasionally generating graphs through the use of computer spreadsheets.
115. In Year 3, the majority of pupils can explain clearly the terms 'permeable' and 'particle' when applied to the soil they are sampling. They understand and explain the principles of fair testing, knowing about variables. Many made sensible predictions about which soil will be most permeable. Year 5 pupils experimented with yeast and gelatine to observe the growth of bacteria. They recorded their results in diagrammatic form. Pupils observed micro-organisms in samples

from their hair, nose and mouth to see how many germs there might be there. Pupils in Year 6 predicted the results of an experiment, although there was some disagreement about whether changes are reversible or irreversible. For example, one pupil said that burning candles drip and form another solid mass. They look closely at what they see and describe it reasonably articulately, although their written reports are fairly brief, if accurate. Their finished work shows, however, a good understanding of irreversible changes.

116. Pupils achieve to a satisfactory level in both infant and junior classes, but higher attainers do not achieve as well as they should. This is because they have too few opportunities to ask their own questions and devise their own experiments, both these activities being the province of the teacher. Pupils with special educational needs make the same satisfactory progress, due to the quality of the support given. However, there was one occasion in Year 4 when pupils were withdrawn for extra literacy support, thus missing their science lesson. On another occasion, in Year 1, pupils came late from a support session and were seated at a separate table, and thus were not being integrated in the main class. Pupils of all abilities, including those with English as an additional language, know and use technical vocabulary with increasing precision.
117. The attitude of pupils to their learning is good throughout the school because teachers' expectations of good behaviour are generally high. Pupils are very keen to take part in lessons and answer questions. They are encouraged to make suggestions and comparisons and they readily take these opportunities to demonstrate and practise their well-developed speaking and listening skills. Behaviour in lessons was generally very good with high levels of concentration. Co-operation between pupils is good, which reflects the caring ethos of the whole school.
118. The quality of teaching and learning overall is good throughout the school and promotes satisfactory progress. All pupils enjoy science and capture the enthusiasm of their teachers. Teachers have adequate subject knowledge but some lack confidence. Team teaching generally works well, but there are times when the second teacher is used as a learning support assistant, servicing pupils by distributing pencils and other resources, rather than extending their knowledge, understanding and skills. On occasions, though, the noise in the classroom or science suite rises to an unacceptable level and this restricts pupils' achievement, since the teacher's time is taken up with managing behaviour. Clear explanations and questions asked were well thought out and designed to gain as much information about the pupils' understanding of the topic as possible. In some lessons, expectations of the highest attainers are not sufficiently high and opportunities to challenge these pupils were not consistently taken up. Teachers generally manage their classes well and make very good use of literacy skills – for instance, effective questioning and the development of scientific vocabulary – which greatly enhances the learning of by the pupils.
119. The subject has been closely monitored and its performance analysed by the newly-appointed co-ordinator. The management of the subject has contributed strongly to the improvements seen in science since the last inspection. Science is well supported by a school policy and scheme of work which provides good coverage of all aspects of this subject. The foundation stage prepares pupils well for the National Curriculum and the subject meets the requirements of the National Curriculum overall. However, the school needs to review the practice of splitting science lessons into two parts, sometimes before and after break, and sometimes before and after Hebrew studies. This interrupts the continuity of the learning and effectively means a re-start to the lesson in the second part. Further discontinuity occurs when the two parts of the lesson do not take place in the same room. Lessons were observed to begin in the science suite and continue after break in the classroom. Day-to-day assessment does not yet fully affect lesson planning and this explains why higher attaining pupils in some lessons are not sufficiently challenged and enabled to reach the same high standards as in English and mathematics. Resources are adequate but insufficient use is made of information and communication technology to enhance science teaching and learning. There is not enough emphasis on the health and safety aspects of this subject. For example, pupils were not provided with plastic gloves when sampling soil.

ART AND DESIGN

120. Since the last inspection, good progress has been made in art and design, with two co-ordinators working well together developing a greater awareness for the need to focus on skill development, thus promoting a wider appreciation for the subject. Standards have greatly improved and are now above average in both the infant and junior classes.
121. In the infant classes, progress of pupils is good, with pupils building on the good work undertaken in the foundation stage. Pupils have been working in paint, pencil and chalk and have created interesting and entertaining drawings showing colour blending techniques. Pupils were observed drawing self-portraits, developing from previous pencil drawings, this time using chalk. Line drawings of relatives and self-portraits have been created showing focus on detail, with this work supported by a visit to a national art gallery. Pupils have also worked with felt, creating a leaf image showing the use of different materials to create a picture. Teaching is good, with lessons thoroughly planned. Lessons are fun and clear, with pupils enjoying the opportunity to be creative in a directed fashion.
122. In the junior classes, artwork influencing pupils' creativity is to be seen across the curriculum in many subjects, especially humanities. Some projects have been presented in very imaginative ways. Posters have been produced using computers, and in art lessons, the design of packaging has stimulated a good study of layout and presentation. Only one art lesson was observed, which was good, and pupils' work on the many attractive displays shows that teaching is good across this key stage, as is progress. Pupils were observed working on clay coil pots and papier-mâché containers, designed to fit an application that, in some cases, was not clear. Older pupils have benefited from the work of a visiting artist who has stimulated pupils into creating very good paintings using watercolours. The works of other artists - for example, Kandinsky have been studied and there are examples on display that show that pupils have studied different styles of painting in a satisfactory manner.
123. Pupils enjoy their art lessons and behaviour is good. The focus of teachers on the necessary skills in the subject promotes good concentration levels among most pupils.
124. The subject is well managed by two co-ordinators who share the responsibility across the school. This ensures that there is good continuity in the curriculum, which has been revised to ensure that it meets the needs of the National Curriculum. There is a good policy in place and resources are satisfactory to meet the needs. There is a satisfactory stock of books to display the work of artists for research purposes. Time constraints in lessons are not helpful in this subject, as there is too little time for reflection and revision, a necessary aspect to promote standards. Assessment is good, with pupils' work recorded in portfolios. Much completed work is taken home, but the school does not ensure that this work is appropriately noted.

DESIGN AND TECHNOLOGY

125. Only one junior lesson was observed as most timetabled art and design lessons focused on art. Inspection evidence is also drawn from a scrutiny of pupils' work, displays and discussions with staff. Inspection findings indicate that, by the end of Year 2, pupils' attainment is in line with that expected nationally. The school has improved standards in the infant classes since the last inspection. Attainment by the end of Year 6 is below that expected nationally, mainly because too little time is allocated to the subject and there is too little evidence of work in Years 4 to 6. The school has not maintained the standards prevailing at the time of the previous inspection.
126. Attainment in the Year 4 lesson was satisfactory. Pupils were learning to draw a plan for a biscuit box. They used rulers and pencils appropriately to draw a basic outline. They were not confident in knowing what they needed to include when designing a three-dimensional object - for example, what structures ensure that sides fit together securely or the effect of cutting out features such as inverted triangles when sides are to be joined. Individuals included tabs to join sides but not all were sure why.

127. A scrutiny of work shows that Year 3 pupils have made candelabra for the festival of Hanukah from a range of materials such as Lego, card and silver foil and have made three-dimensional houses for their Saxon village. They have also made figures from card and tissue, using a simple base structure to enable the models to stand in front of screens made in art using inks. This is at least satisfactory attainment; however no work was seen in Years 5 and 6 or Year 4 apart from the lesson observed.
128. Year 2 pupils have made good attempts at designing, and have been successful at making wheeled carts using wooden axles, wheels and bases topped by three-dimensional card structures, including one 'convertible' cart with a roof which can open and close. They have made leaf calendars using different materials but the same design. Year 1 have made booths for the festival of Succoth using boxes which they have decorated with open-weave tops and leaves made from card or paper; they have also made houses from card and designed fruit salads.
129. There is very little evidence of pupils designing themselves or identifying and selecting the resources they need to accomplish particular designs, particularly at Key Stage 2. Work indicates that pupils have appropriate making skills. Some Year 2 pupils have experience of using simple sawing and sanding skills.
130. The quality of teaching in the lesson observed was satisfactory. A student led the session, based on skills pupils were supposed to have gained from mathematical work on three-dimensional shapes. However, pupils were not capable of carrying out the activity because their design and planning skills were not adequate to do the task well. A good range of different boxes were available but were not used to help pupils observe how the different boxes are constructed and to build on this knowledge in their designs. It is not possible to make a judgment on the quality of teaching overall or to compare judgments with those made at the time of the last inspection.
131. Even though there is a spacious specialist room the lesson took place in the classroom. There is a new co-ordinator who has good experience and qualifications for the role. She is well able to lead the necessary improvement in the subject. There is no formal monitoring of teaching but the co-ordinator has worked alongside colleagues to improve their confidence and effectiveness. The improvement predicted at the time of the last inspection has not yet taken place.

GEOGRAPHY

132. At the last inspection, standards of attainment in geography were below average in Year 2 and average in Year 6. On the evidence of the present inspection, standards of attainment in geography have improved and are now in line with the national average in both infant and junior classes. Only three lessons could be observed so evidence is also based on scrutiny of pupils' work, classroom displays and discussions with pupils and staff.
133. Infant pupils learn to record information about the local area round the school, begin to develop map work skills, and understand the main differences between human and physical features. They are starting to use geographic vocabulary accurately. In a Year 1 lesson, pupils designed their own symbols to plan their route for a bear hunt. In Year 2, pupils had completed a project on the Isle of Struay and created a very good classroom display of life on the island. There were several very good project reports on display with carefully researched information collected in their reports, which included evidence from the Internet, worksheets, their maps of the island using grids and symbols, identification of physical and human features of life on the island, as well as their own explanations as to how islands may have been formed. There was also a very attractive display of where pupils had spent their holidays in different parts of the world; this was illustrated with their postcards and photographs on a large world map. They build on their map skills using A-Z maps of the local area to find other schools and playing fields. Pupils achieve well and make good progress in developing their skills and knowledge of geography.
134. In the lower junior classes, pupils continue to learn about the local environment, but they build more slowly on prior knowledge and skills. Links are made with information and communication

technology and mathematics through a study of the water cycle and their water diary records, which are part of data handling, but little evidence was seen of work on river formation and land use along a river. In Year 6, learning and progress are stimulated by very good and some excellent teaching in Year 5. Much very good written work was seen on climatic differences around the world and the impact on the environment, the landscape and wild life. Pupils begin to develop skills in independent thinking when they consider how peoples' actions affect environment and what they can do about it. Investigative skills are promoted through their survey of traffic usage in the local area which is then used to find a suitable site for a new school. This was taken further in a Year 5 lesson in which pupils role-played a local authority planning meeting at which the decision on whether to grant planning permission was made. The meeting was attended by the real borough planner who explained his job, addressing members of the council and considering the opinion of local residents balanced against the need for a new school. Pupils arrived armed with their planning proposals, and well briefed with their arguments. This was an excellent lesson about a real issue; pupils were fully engaged and very enthusiastic. It was a first-rate learning experience which incorporated geographic knowledge, citizenship and responsibility. In Year 6, pupil work on the mountain environment lacked depth and reverted to over-reliance on the Internet and worksheets as sources of evidence.

135. The quality of teaching in geography varies from year group to year group and this impacts on the quality of learning and progression. In those years where pupils receive good or very good teaching with depth, pace and an imaginative use of teaching strategies, they make rapid progress. In other years, where teaching relies too heavily on completing worksheets with few investigative opportunities, pupils do not achieve as well as they should. Teachers' knowledge of the subject is sound but the amount of time allocated to the subject is low. Resources, though adequate, are somewhat out of date. Long-term planning is sound but weekly planning is summative and assessment strategies are not well developed.
136. The subject is presently managed by the humanities co-ordinator who, despite working only part-time, has put a great deal of work into integrating both geography and history into the Hebrew studies curriculum. The co-ordinator has a good knowledge and understanding of both subjects, and of her role, which she exercises effectively in the monitoring and evaluation of teachers' planning, and in the sampling of pupils' work. There is, however, insufficient monitoring of classroom teaching because of a lack of non-contact time. Marking is not always consistent; for example, some pupils are given insufficient feedback on their work to understand how to improve it and effort is too rarely recognized and rewarded. There are not enough opportunities for fieldwork.

HISTORY

137. At the time of the last inspection, standards of attainment in history were above average in Year 2 and average in Year 6. On this inspection, it was possible to observe only three lessons, so judgements are based on scrutiny of pupils' work, their classroom displays and discussions with pupils and teachers. Standards are average in both the infant and junior classes.
138. In Year 1, pupils learn to differentiate between the past and present by comparing home life in Victorian times and today. They also have a satisfactory knowledge and understanding of the Great Fire of London. In Year 2, they start to learn about the lives of famous people like Florence Nightingale, and also make a small study of Remembrance Sunday. Much of their learning is worksheet-based, requiring them to answer written questions with simple answers. The more able pupils complete these quickly and easily, but then lack opportunities to extend their learning and develop their ideas. Other pupils do not always complete the sheets and spend time colouring instead. Pupils have no real ownership of their work because they do not have individual exercise books. In Year 2, progress and learning are therefore slow in relation to ability. Although teaching is sound in the infant classes the absence of stimulating visual or other materials, which, for example, could be used in teaching and learning about the Great Fire of London, means there is no sense of excitement in pupils' work and little opportunity for independent learning. Teachers have sound subject knowledge and lessons are well planned with clear objectives.

139. In the lower junior classes, there are examples of very good learning, especially in Year 3 where pupils study first the Romans and then the Anglo-Saxons. Work in their classwork books indicates growing understanding of the sequence of historical events. Pupils can create a time-line through Roman to Anglo-Saxon times and begin to represent evidence in their own words - for example, about Roman shops and Roman buildings, using historical artefacts. Their enthusiasm and interest in the Anglo-Saxons are very well demonstrated by their individual written work and the excellent whole-class displays of an Anglo-Saxon village, and Anglo-Saxon warriors. Both are very well presented and show real depths of knowledge and understanding of life in Anglo-Saxon Britain.
140. In Year 5, pupils learn about Henry the Eighth, Tudor society, and start to study life in the times of Ancient Greece. In Year 6, they continue their study of life in Victorian times and learn about World War II and changes in Britain since the 1950's. There were several examples of good written work in Year 5 about the sinking of the Mary Rose, and some equally good accounts of life on the streets with the rogues and vagabonds of Tudor times. Pupils in Year 5 showed great interest, good understanding and knowledge of history. The good quality of their work reflects stimulating teaching and high teacher expectations. An interesting lesson was observed in Year 6, using information and communication technology to source 1901 census data which pupils recorded on a census form, to be used in making comparisons with their own family history.
141. Pupils' attitudes to history are generally positive and in some years they are especially enthusiastic about the subject. In lessons, they listen carefully and are well behaved. Their written work in the junior classes is sound, with some examples of very good work. Progress is satisfactory, but it is sometimes slower amongst more able pupils. This is partly a consequence of over-reliance on worksheet-based strategies. There is therefore a lack of opportunity in some years for the development of creative investigative work. Visits to museums and local areas of interest are used well to develop pupils' understanding and knowledge.
142. The quality of teaching varies between year groups, but overall it is sound and based on good subject knowledge. Teaching strategies and the range of activities are sometimes too limited to match pupils' abilities. Teachers' expectations of written work are good, but there is not enough emphasis on developing pupils' ability to interpret and deduce from evidence, or on stimulating learning through historical investigation. Marking is often minimal, is too frequently undifferentiated and sometimes does not identify very good work.
143. History is managed very well by the humanities co-ordinator. Good termly and weekly lesson planning is in place. The curriculum is being reviewed, and the amount of time available for history teaching needs to be assessed.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. The school has made much good progress in this area since the last inspection and pupils now have satisfactory access to both a revised curriculum and good quality equipment in lessons. Standards are now average in both infant and junior classes.
145. In the infant classes, pupils have the opportunity to learn basic computer keyboard and mouse control and understand the basics of working in a "windows" computer environment, where they are able to select choices from the computer screen, generating simple pictures using graphic art software. This work follows on from the good foundation work in the early years. No specific lessons in information and communication technology (ICT) were observed, as ICT is taught across the curriculum, but pupils' work on display shows that computer use is developing in a satisfactory manner. Some more able pupils have added simple text to pictures. Other pupils have drawn a freehand "fish", "rocket" or a "caterpillar" using the computer, showing that the recent introduction of good quality software is having an immediate impact on pupils' learning. Teaching and learning of ICT in these classes is satisfactory.
146. By Year 6, pupils have developed much higher levels of skills and some pupils are working ahead of the demands of the National Curriculum for their age. Teaching and progress in ICT is also

satisfactory in the junior classes. Many pupils have computers at home and this is helpful in the development of skills that are taught at school. No specific ICT lessons were observed during the course of the inspection, but several lessons were observed where ICT was being utilised as part of the subject lesson, (for example, history research), enhancing the subject content and motivating pupils. There was much work on display showing how pupils have used computers to enter text and pictures as part of history, English and mathematics lessons, and some Hebrew text was seen applied to display, supporting learning in this aspect. Pie charts, bar charts and Internet printouts show that pupils are using the extended applications of the school software in a satisfactory manner. Much good use of a digital camera was noted, showing good use of this medium to record pupils' work. However, this good work produced only via the use of the school's new computer suite, and there was little evidence to suggest that the computers in the classrooms are used in a satisfactory manner. Computers are not yet used as a matter of course across all subjects.

147. Pupils are keen to use the equipment and showed enthusiasm to learn and to explore. It was noticeable that for some pupils, especially the more able and less able, concentration was markedly improved when they used computers in their studies. Some pupils were keen to bring in material that was sourced via the Internet from home; a good example was information about current events overseas that gave both interest and relevance to pupils' learning. Behaviour was good among most pupils, but some got a little over-excited at times, so that teachers occasionally had to struggle to ensure that pupils remained on task.
148. The management of the subject is good, with a good school policy and ambitious development plans in place. There is a clear and pragmatic approach to the implementation of the subject, and this is helpful. The school has invested significantly in computers, and resources are much improved with a good quality computer suite in place. There is at least one computer in each classroom linked to the school system but pupils cannot always gain access to them to support their learning within lessons. Access to the computer suite and classroom computers is limited for pupils at lunchtime due to staffing constraints; this makes it difficult to give interested pupils the chance to use computers in extra-curricular time.
149. The curriculum has been revised to reflect the demands of the National Curriculum, and planning for the use of computers within lessons is developing in a satisfactory manner. A new and good self-assessment skills system has been introduced which should inform teachers of pupils' progress. Teachers are growing in confidence in the application of the equipment. This factor, and the recent in-service training supported by the school, is ensuring that this subject is well placed to develop satisfactorily.

MUSIC

150. Very few lessons were seen during the inspection and accordingly no judgement can be made on the standards of attainment, teaching and learning in the junior classes. By the end of Year 2, standards of pupils' work are broadly average, and they achieve to a satisfactory level. It is not possible to make comparison with the last inspection, since music was not mentioned in that report.
151. In the infant classes, pupils successfully chose sound effects for 'The Three Billy Goats Gruff', confidently explaining variations in volume for the different-sized goats. Some identified percussion instruments like castanets, a guiro, a glockenspiel, and an ocean drum. They understood pitch as high or low notes, tempo as long and short notes, and dynamics as loud and soft. Higher attainers knew that, on tuned percussion, it is possible to use more than one note. Pupils of all abilities are aware that the voice is a very versatile instrument in itself. They satisfactorily chose instruments representing elements of the story, knowing that some instruments are beaten, shaken or scraped. Infant pupils confidently and competently clapped a variety of common rhythms. They worked well together as an ensemble, to improve their performance. The quality of teaching was satisfactory and the teacher made very good use of praise and encouragement to stimulate pupils and build their confidence and self-esteem. In the past, as evidenced by a cassette-tape, infants had made good attempts to provide appropriate sound effects for the jungle.

152. A specialist teacher from the Brent Music Service carries out music teaching in the junior classes, and this is why only one lesson was observed and that in Year 4. In this lesson, all pupils were learning to play the recorder and the quality of teaching and learning was good. Most pupils clapped correctly both simple and complex rhythms, and all knew the rest position for their instruments. Most displayed a clear knowledge and understanding of, and skill in writing, lyrics to match a familiar tune. Only the highest attainers and those talented in music recognized the treble clef and stave, and could correctly identify a bar-line and that a double bar-line means the end of the piece. Their recorder playing is at quite a basic level, concentrating on only three notes. Most play these correctly, with the correct tonguing but some overblow and reduce the quality of the sound. They play simple tunes correctly from memory, and know that music reflects and conveys moods. There is photographic, taped and video evidence of a variety of work with visitors, like the Atara Ben Tovim ensemble, and of school productions which incorporated drama, dance and music. The use of music in the school makes a very good contribution to the spiritual development of pupils.
153. Throughout the school, pupils sing several times a day. In addition to their lessons in singing as part of their Hebrew studies, they sing their morning prayers, sing grace before and after meals, and sing reverently and enthusiastically, as required, in assemblies. It is not possible to walk through the school at any time and not hear children singing! They sing well, and the choir sings very well both in unison and in two-part harmony, paying appropriate attention to erect posture, breathing and diction and reflecting the mood of the music.
154. The policy and scheme of work was recently revised, based on national guidance, and after consultation with staff. However, there is insufficient time allocated to the subject for it to be covered in adequate depth, particularly in composition and the study of musicians from other times and cultures. The co-ordinator has a very good knowledge and understanding of the role but is unable to exercise the management function of monitoring and evaluating provision and classroom practice because of a lack of non-contact time.

PHYSICAL EDUCATION

155. Standards in physical education are below average by the end of both Years 2 and 6, and pupils are not achieving as expected. This reflects the findings of the last inspection. The major weakness identified then was the insufficient time given to the teaching of the subject. This is still the case. In consequence, pupils in both key stages do not reach their full potential.
156. Pupils in the infant classes work with exploring space and positional language. Year 1 pupils focused on transferring weight to small and larger body parts, and an awareness of space without interfering with others' work. They needed, however, constant reminders to use the available space and to be aware of each other, or they tended to crowd together. The teacher had little support for pupils with special needs and so, in dealing with them, allowed other pupils to be distracted and lose interest in the activity. Pupils made some progress in co-ordination and control of their movements but the teacher was too reliant on the tape in use. No reference was made to warming up and cooling down, or to the effect of exercise on the body. Pupils were not encouraged to evaluate their own and others' performance in order to improve.
157. In a dance lesson in Year 3, the majority of pupils had difficulty fitting a clapping routine to the music supplied. About half of them carried out the instructions properly, kept time and worked out a connected sequence of movements, which they developed and improved in performance. However, many pupils had insufficient control over their movements and poor co-ordination. In a Year 4 lesson, very good teaching and class management ensured that pupils made very good progress. The lesson began with an appropriate warm-up and pupils displayed good skills in throwing and catching. The teacher organized group work well so that the lesson had a good pace and pupils enjoyed the activities, exerting themselves quite well. Year 6 pupils, however, were severely under-challenged. They took a long time to change but were not in a hurry because the hall had not yet been cleaned after lunch. Most could throw and catch a large ball to a distance of some six or seven feet and run around the group. Their skills are very much underdeveloped and

some activities were totally inappropriate for pupils of this age. The instruction given was of very low level; for example, by this age, pupils should already know that they should not run on the flat of their feet. They were given no opportunities to discuss their performances and seek ways to improve. As a result, pupils' skills in evaluation are equally underdeveloped.

158. Although in the lessons seen most teaching was satisfactory and, in one lesson, very good, teaching and learning is unsatisfactory overall. This has as much to do with curriculum provision and the resources available as to the gaps in teachers' knowledge and understanding, and lack of enthusiasm for teaching the subject. Whilst teachers may point out good features, they do not regularly highlight pupils' shortcomings or question them to think about why some features did not work well.
159. Infant pupils learn to swim in the school's own teaching pool, but this facility is underused and standards are only average by the end of Year 2. The pool is too small to be used for swimming in the junior classes and the school states that it cannot afford to provide the necessary transport, time and tuition costs for these pupils. Consequently, there is no way inspectors can judge whether junior pupils can achieve the recommended 25 metres swimming by the end of Year 6.
160. The school has recently revised its written policy in order to bring it into line with national recommendations for the curriculum. However, there is no scheme of work, and insufficient regular teaching time for pupils to extend and improve their skills. Statutory requirements are therefore not met. The school provides a netball club for girls and they compete with local schools, with moderate success. Cultural background prohibits mixed teams and contact sports. In addition, most other competitive sporting activities take place on Saturday, the Jewish Sabbath, and so pupils have very limited opportunities in this respect.