

INSPECTION REPORT

INDEPENDENT JEWISH DAY SCHOOL

Hendon, London

LEA area: London Borough of Barnet

Unique reference number: 101343

Headteacher: Mrs Helena Cohen

Reporting inspector: Mr John William Paull
22028

Dates of inspection: 22nd - 24th January 2002

Inspection number: 221252

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------------------|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | 46 Green Lane Hendon London |
| Postcode: | NW4 2AH |
| Telephone number: | 020 8202 2299 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Jul Kornbluth |
| Date of previous inspection: | January 2000 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|--|---|
| 22028 | J Paull | Registered inspector | Science Art History Special educational needs | What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further? |
| 9352 | M Weaver | Lay inspector | | How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 30669 | M Sandercock | Team inspector | English Geography Music | How good are the curricular and other opportunities offered to pupils? |
| 21171 | S Handford | Team inspector | Design and technology Physical education Children in the foundation stage English as an additional language | |
| 6491 | F Levenberge | Team inspector | Mathematics Information and communication technology Hebrew Equal opportunities | How well are pupils taught? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Independent Jewish Day School is a primary school for girls and boys of four to 11 years old. It has its own private nursery on the same site. The school is committed to a modern orthodox and Zionist education, and to the National Curriculum. Currently it has 170 pupils on its roll, which makes it smaller than most primary schools, and slightly more boys than girls, especially in older classes. Nearly all pupils are white. A few of them are from Israeli families. About ten per cent speak English as an additional language, which is high. Most of these pupils are from Hebrew-speaking families and half of them are at early stages of acquiring English. Just over 20 per cent of pupils have special educational needs, which is about average. Most of these pupils have learning difficulties, although a few others have emotional and behavioural difficulties or a physical disability. Three pupils have a statement of special educational needs, which is also about average for this size of school. While many pupils start with a high attainment compared with what is usually the case, another sizeable proportion is below what is normally found. Overall attainment on entry is therefore broadly average.

HOW GOOD THE SCHOOL IS

The school is effective, providing an education to meet its pupils' needs. Furthermore, it is improving and no longer displays serious weaknesses. Standards in Year 6 are currently above average in English and science, and well above average in mathematics. Overall, the quality of teaching is good, which leads to good progress. Since the last inspection, the headteacher and governors have introduced many procedures to help them with management, so the school now evaluates its performance effectively. These changes have contributed strongly to improvements in teaching, learning and the planning of what is taught. Behaviour in most lessons is good. Taken together, these findings mean that the school is now providing sound value for money.

What the school does well

- Currently, standards at the end of Year 2 and when pupils leave in Year 6 are above average in English and science. In mathematics, standards are above average in Year 2 and well above average in Year 6.
- Standards in Hebrew are very high and standards are above what is normally expected in history.
- Pupils' enthusiasm for learning, behaviour around the school and behaviour in nearly all lessons is good.
- Teaching is very good in Years 1 and 2, and good overall in lessons for older pupils, especially Years 5 and 6, contributing strongly to learning.
- Opportunities provided for pupils' spiritual and moral development are good, and are very good for their social development. Personal, social and emotional development is well planned in the reception.
- The headteacher, deputy head and governors are leading the school well, monitoring performance and evaluating the quality of teaching accurately. As a result, guidance and/or opportunities for further training are being provided where and when necessary.
- Provision for pupils with special educational needs is good and is leading to good learning of basic skills amongst these pupils.
- The frequency (weekly) and quality of teachers' newsletters about what is being taught are very good.

What could be improved

- Planning, expectations and understanding of what should be taught are unsatisfactory in the reception, so standards on entry to the main school are not as high as they might be.
- By Year 6, attainment in musical performing and composing are below national expectations.
- Control and management of pupils are not as strong in Years 3 and 4 as in other classes, leading to less consistent progress in these age groups.
- Opportunities for pupils to explore and experience cultures other than Jewish and British are limited.
- The role of subject co-ordinator does not consistently include monitoring of teaching and assessment of pupils' progress in all subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved considerably since its inspection of January 2000. It has done so in nearly all aspects that were identified as showing weakness. Leadership and management are better now: several strategies have been introduced to monitor performance and to identify strengths and weaknesses. These changes have brought about improvements in the overall quality of teaching and what is taught. A few instances of unsatisfactory teaching remain, but the headteacher and governors have already identified where it occurs and reasons for it, and are working towards its elimination. The amount of good and very good teaching has increased markedly, especially in Years 1, 2, 5 and 6. Better teaching and improvements in what is taught are contributing to better learning amongst pupils. In science, for example, good management of the subject has raised teachers' confidence and experimental and observational activities are now frequently taught. Standards in this important part of the subject are higher now than in 2000. However, in the reception, improvements in resources and accommodation are not yet having a strong impact on expectations of what children can do and achieve, nor on what is taught. Detailed links between the National and Kodesh Curricula are being planned, especially in art and design and design and technology, although these are at a fairly early stage of development. The governors, together with the headteacher, are seeking to use improved induction processes to recruit staff, then to offer increased opportunities for teachers to develop professionally as a means to retain them. It is too early to say whether this strategy will prove successful. Nevertheless, the school's capacity to continue improving is good.

STANDARDS

The table shows the standards achieved by pupils in 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 | B |
| Mathematics | A* | A | A | A |
| Science | A | A | C | D |

| Key | |
|--------------------|----|
| top 5 per cent | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |
| lowest 5 per cent | E* |

The above table compares the school's attainment both with national results and with those of similar schools. For example, in 1999, pupils' attainment in English and mathematics was in the top five per cent of schools nationally. In 2001, attainment in English and mathematics was well above national averages, although in science, it was only in line with average. Nevertheless, in all three subjects, the school did well in beating the national averages for pupils attaining at higher than expected levels. In mathematics, for example, it achieved this by a long way. Compared with similar schools, these results were above average in English, well above average in mathematics, but below average in science. Several pupils in the year group were identified as having special educational needs, so these results represent sound achievement overall. The school's overall trend in results has fallen a little since 1997, whereas the national trend has been rising steadily. The school's pattern partly reflects proportions of pupils with identified learning and behavioural difficulties, but the unsatisfactory teaching identified in the last inspection has also had an effect over time, especially in science. Similarly, weaknesses in provision and teaching in the reception mean that attainment on entry to Year 1 is lower than it might otherwise be, although nearly all children reach the early learning goals for their age. Currently, attainment in Year 6 is above average in English and science, and well above average in mathematics. Despite good teaching, targets for pupils in Year 6 are proving difficult to reach, bearing in mind that several are identified with special educational needs. In Year 2, the 2001 National Curriculum tests indicated standards well above average in reading and writing, and above average in mathematics. Teachers' assessments in science also indicated above average attainment. A well above average proportion was at higher than expected levels, suggesting that teaching addressed the needs of higher attainers well. These results were in line with the averages of similar schools in reading, mathematics and science, and above average in writing. In Years 2 and 6, overall attainment in all other subjects meets national expectations, with more pupils exceeding the expected levels than below them. Since the last

inspection, in Years 2 and 6, attainment has improved from below expectations to broadly meeting them in information and communication technology. Standards in modern Hebrew are very high throughout the school.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good – when asked about it, pupils spoke well of their school. They enjoy attending and settle down to work in nearly all lessons. They try hard and seek involvement with what is taught, answering questions readily. |
| Behaviour, in and out of classrooms | Good – in nearly all lessons, and always when teaching is good, pupils are polite and attentive. Behaviour around the school is good. |
| Personal development and relationships | Satisfactory – pupils are nearly always co-operative and are willing to work together on shared tasks when necessary. |
| Attendance | Broadly in line with the national average – unauthorised absence is a little below average. Pupils are punctual and lessons begin on time. |

TEACHING AND LEARNING

| Teaching of pupils: | Reception | Years 1 and 2 | Years 3 to 6 |
|----------------------|----------------|---------------|--------------|
| Lessons seen overall | Unsatisfactory | Very good | Good |

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

The overall quality of teaching is good in the main school. It is very good in Years 1 and 2. In Years 5 and 6 also, a high proportion of very good teaching was seen, which means that the overall quality in classes for Years 3 to 6 was judged to be good. In Years 3 and 4, although a little high quality teaching occurred, what was seen was more often satisfactory rather than good, and was occasionally unsatisfactory. Weaknesses in the management of pupils caused this unsatisfactory teaching. Time was lost in getting pupils to concentrate, listen and work well, which slowed down learning. Overall, the teaching of English and mathematics is strong, and follows the strategies of the National Literacy and Numeracy Projects well. In the reception class, improvements in resources and accommodation are not having a strong enough impact on planning, leading to unsatisfactory teaching. The steps that each child should take individually in order to learn effectively are unclear in practice. For example, the needs of fast learners are not sufficiently taken into account in what is taught. Nearly all teachers in the main school identify gifted and talented pupils and adapt planning to meet the needs of high, middle and low attaining pupils. Pupils with special educational needs and/or with English as an additional language receive good support. This support ensures that they make progress through the school at similar rates to other pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory – what is taught matches the requirements of the National Curriculum. Plans to extend links with what is taught in the Kodesh have been made, but not yet fully implemented. Planning in the reception does not take sufficient account of the steps that are laid down for young children in <i>The Curriculum for the Foundation Stage</i> . |
| Provision for pupils with special educational needs | Good – the co-ordinator is knowledgeable and her teaching of groups is good, matching pupils' needs well. Support assistants ensure that the pupils with whom they work know what to do to make progress in lessons. |
| Provision for pupils with English as an additional language | Very good – pupils with English at early stages of acquisition are Hebrew speaking, and secular teachers and classroom assistants support them well. Furthermore, teachers and assistants of Kodesh classes speak and teach Hebrew and are available to help and translate for them when necessary. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall – Kodesh teaching makes a strong contribution to provision in this aspect, with many opportunities for worship and reflection. Pupils are also taught about right and wrong. Opportunities to learn collaboratively are planned well. However, although Jewish and British culture are strongly evident, opportunities to learn about other cultures are not so apparent. |
| How well the school cares for its pupils | Procedures for child protection and pupils' general welfare are good. Systems for checking how much progress pupils make are good. However, the use of assessment to influence planning of what is taught, while good in English, mathematics and science, is limited in other subjects. |

The school provides a good range of information and opportunity for parents to work with their children. However, parents' views indicate that their perceptions differ from this finding.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Satisfactory – the headteacher, supported by her deputy, has a good vision for future improvement. Leadership has produced a lot of improvements since the last inspection. However, full responsibility for the quality of teaching has not been delegated to subject co-ordinators, and assessment is not as strong in several subjects across the curriculum, as in English, mathematics and science. |
| How well the governors fulfil their responsibilities | Good – governors understand the strengths and weaknesses of the school well, fulfilling their statutory responsibilities. Parent-governors' contributions are very strong, raising funds and organising and monitoring school clubs and visits. |
| The school's evaluation of its performance | Good – the school's priorities for future development and its actions to improve are appropriate. For example, experimental work in science has developed well. Other weaknesses have been identified successfully and improvements planned. |
| The strategic use of resources | Satisfactory – senior staff and governors prioritise funding well. Understanding of how to check whether expenditure has the expected effects on provision and standards is not as strong. Earmarked grants are spent on specified purposes. |

The headteacher and governors are well aware of the principles of best value and seek competitive quotations and expert advice before spending. Staffing, accommodation and resources support pupils' learning adequately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their children like school. • Teaching is good and their children are making progress. • The interesting range of activities that is available outside lessons. • Amounts of homework are about right. | <ul style="list-style-type: none"> • Leadership and management. • The closeness of the school's partnership with them and its approachability. • Amounts of information. • Several feel that the school does not expect enough of their children. |

Inspectors agree with parents' positive statements, but do not agree with many of their criticisms. Sound, often good, leadership and management have addressed the school's previous serious weaknesses well. Governors, the headteacher and her deputy have succeeded with improvements to the range of what is taught and the quality of how it is taught, while they acknowledge that there is more to do. The information provided in annual reports and newsletters about pupils' progress and/or subjects and topics to be taught is of good quality and clearly greater in quantity than is usually the case. Plans have also been made to provide regular information about the work of management and its rationale. In the main, what the school expects of pupils is about right for their ages and prior attainments, and overall achievement is now sound. Parents at the meeting and in written comments were very concerned about past unsettled experiences of children in Year 5. Currently teaching in this class is good and sometimes it is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall attainment in the reception is not as high as that reported in the last inspection. At that time, attainment in most areas of learning was above what was usually found in the age group. Overall, it is at present closer to what is normally found. However, standards range widely. Many children are very articulate and demonstrate knowledge of a wide vocabulary and are confident early readers. These children often count accurately up to three-digit numbers and can count forward and back in tens. Their general knowledge and understanding of the world are also good for their age. Nevertheless, a few children have special educational needs and are unlikely to match the early learning goals (descriptions of what children are expected to know by the time they begin the National Curriculum), in important features of communication, language, literacy and numeracy. Another significant group is likely to meet most of the goals, but is unlikely to exceed them. In physical and creative development, nearly all children are on course to meet the goals. Results of baseline assessments largely confirm these judgements of a very widely ranging intake into Year 1. Attainment on entry is therefore around average overall, but it is fair to point out that more children are still above what is usually found than below. Two factors have been identified that contribute to differences between attainment now and what was found previously. In the last inspection, many children joined the reception with very high skills in language, literacy, numeracy and other skills. The school has itself identified that this is less so now. Weak features in resources, accommodation and co-ordination of what should be taught in the reception have been improved since the last inspection. However, teaching is not having any stronger an impact on attainment now than it did then. For example, the stepping-stones and early learning goals (descriptions of what children are expected to know and do as they progress through nursery and reception classes) in *The Curriculum for the Foundation Stage* are not related sufficiently to what is taught. Furthermore, what is expected of individual children and the planning of work to match differences in their prior attainments are unsatisfactory, especially in the case of highly attaining children. These factors are contributing to the lower standards in this age group.
2. Results of the 1999 National Curriculum tests for Year 6, as reported in the inspection of January 2000, were better than those indicated in the 2001 results, particularly in science. Nevertheless, attainment in English and mathematics was still well above the relevant national averages. Compared with similar schools, these results were above average in English, and well above in mathematics. The 1999 results were in the top 5 per cent nationally. In science, the school's results are now broadly average, whereas in 1999 they were well above average. Compared with similar schools, results in science are now below average. However, the quality of teaching that was observed in this inspection was better than it was previously. Several reasons account for this apparent anomaly. First, the school's 1999 results were unusually good compared with results in most years. Secondly, the last inspection was only two years ago. Therefore, the relatively high proportion of unsatisfactory teaching that was observed then is affecting pupils' results now, which is consistent with the lower results in science. A significant amount of that unsatisfactory teaching occurred in this subject. The gaps in learning that it inevitably caused are only in the process of being identified and corrected in the good teaching and co-ordination that is occurring now. Thirdly, pupils with identified special educational needs were more numerous in the 2001 class than in that of 1999. Furthermore, the identified needs were more profound, which reduced overall attainment accordingly. Bearing these factors in mind, current achievements are sound as progress has been good, measured from lower starting points. It is therefore better than that of 1999, when it was adjudged unsatisfactory despite the better results of that year. Thirdly, pupils whose previous learning in science was adversely affected by too little practical work were amongst those who took the 2001 tests. Although experimental science is not directly tested in National Curriculum tests, this effect is well known. Again, although the weakness has since been addressed very well, it has still had an impact on results. Finally, national standards have improved since 1999, and particularly so in science. As the school's results fell back, national figures continued to rise sharply in 2000, and then a little more in 2001. As a result, the national figure has caught up with the school's results. The school's overall trend in all three subjects taken together has dropped a little since the last inspection, whereas the national trend was upward. The school's trend is therefore below the national trend. Any differences between results of girls and boys are unlikely to be significant as, in recent years, large gender imbalances have occurred in the make up of classes, so comparisons are unreliable.

3. 2001 National Curriculum test results for pupils in Year 2 were well above national averages in reading and writing, and above average in mathematics. In science, attainment indicated in Statutory Teachers' Assessments was also above average. These results are better than those of 1999, although not quite as good as those of 2000. Except in science, differences from year to year mirror characteristics in the composition of year groups, rather than differences in the quality of teaching or what is taught. That said, indications are that teaching in Years 1 and 2 is better now than in 2000, improving from good to very good. In science, results have improved, especially in the numbers of pupils that attain at Level 3 (a level higher than that normally expected for the age group). This percentage has risen from in line with average to well above average, and it clearly reflects better teaching of this subject, as well as very good co-ordination that has occurred since the last inspection. It is also an indication of how the school's leadership and management have corrected weaknesses identified in the last report and thereby demonstrated a good capacity to take appropriate and effective action. In the 2001 National Curriculum tests for pupils in Year 2, an above average proportion attained at higher than expected levels in reading, writing and mathematics also. Results at higher levels were particularly good in reading and writing, in which a few pupils reached levels that are normally expected in Year 6. The school's results, at all levels, are indicative of good achievement by the end of Year 2, bearing in mind that attainment at the start of Year 1 was slightly lower than at the time of the last inspection. Pupils are making better progress now than they were two years ago and higher attainers are doing well.
4. Standards of work seen in the inspection are only a little different from what is indicated in the 2001 tests. They are generally above average in English, mathematics and science in Years 2 and 6, and sometimes it is well above. For example, in Year 6, they are well above average in mathematics, and several pupils are attaining at higher than expected levels for their age. In Year 6, attainment in science was better than in the 2001 tests, rising to above average, from in line. Bearing in mind the number of pupils with special educational needs, these standards represent sound achievement. However, for the same reason, the school will find it difficult to achieve its 2002 targets in English and mathematics, which are particularly challenging.
5. Currently in Year 2, pupils' speaking and listening skills are above what is normally expected. Many are very articulate and willing to explain their work, talking freely to visitors about what is on display around their classroom. They discuss ideas sensibly with their teacher and are clear in their explanations. A few pupils do not reach these high standards as they are less confident, demonstrating shyness and hesitancy. However, teaching is very good and these pupils' needs are met very well, so progress is good. By Year 6, higher attaining pupils speak very maturely indeed. In debates, they employ skilful techniques to persuade listeners to their point of view, using phrases such as, "It is inconceivable that anyone could disagree with what I shall say next". Arguments are stated clearly and offered in a democratic manner, taking turns well.
6. Current standards of reading in Years 2 and 6 are well above average, owing in no small degree to the strong emphasis placed on the subject in both literacy lessons and the Kodesh. In Year 2, nearly all pupils read very fluently and explain freely what they read. However, even higher attaining pupils are less confident about reference books. For example, they can offer only an incomplete definition of "non-fiction", explaining that it "...might mean history books". By Year 6, many higher attaining pupils gather inferences from advanced fiction for their age. Average and lower attaining pupils also read well, and discuss books confidently, explaining about favourite authors and preferred genres. They understand the difference between fact and opinion and employ a variety of sources, including newspapers, to find information about the world.
7. Standards in writing are currently not quite as high as those in other aspects of the subject. However, they are still above average. For example, pupils in Year 2 nearly all use neat joined handwriting. They use capital letters and full stops appropriately and common words are spelt accurately. Higher attaining pupils are beginning to use more varied punctuation, including speech and question marks. By Year 6, many pupils write for a range of purposes at levels above what is usually found. They use flexible vocabulary and punctuate accurately. However, by the end of the year, overall standards are more likely to be above average, rather than well above. Pupils with special educational needs will find it difficult to reach the expected level for the class, and this factor is reducing overall standards.

8. Literacy skills are used well in a variety of situations in other subjects. Pupils discover information through the use of their reading skills and record findings in different ways, such as lists of facts, factual texts and in the use of word processing skills.
9. In Year 2, standards in mathematics are currently above average. In Year 6, they are well above. Nearly all pupils in Year 2 work confidently for their age with numbers and with shapes, talking freely about many properties of different shapes. Higher attaining pupils have begun to understand fractions and apply their knowledge to practical situations. By Year 6, pupils have built on their previous understanding well. Many are confident with even large numbers containing several digits, and also use up to two decimal places accurately. Pupils recognise and use degrees to measure angles, constructing shapes as required. They analyse information from charts, diagrams and graphs. Numeracy skills are well developed at all ages. For example, pupils have a good sense of the relative sizes of numbers and understand the importance of accuracy when measuring. Measurement is used across the curriculum in subjects such as design and technology, science and geography. Pupils use and understand the language of probability in a range of everyday situations.
10. In science, standards are currently above average in Years 2 and 6. Experimental and investigative skills are above average, which is an improvement since the last inspection. Pupils' factual knowledge is good in both age groups. In Year 2, pupils understand different properties of materials and their uses, including "squashing", "bending", "twisting" and "tearing". They know about simple forces, and understand several facts about the life cycles of living things, especially plants and insects. Pupils in Year 6 are very clear about the importance of fair testing when carrying out experiments. They know several facts about materials that dissolve and others that do not. They study eco-systems and understand simple food chains, using good scientific terminology to describe them.
11. Attainment in information and communication technology is in line with national expectations at the end of Years 2 and 6. Nearly all pupils in Year 2 use a keyboard and mouse confidently to control the programs that they use. For example, pupils were seen dragging images and text across the screen, dropping such items accurately where they wanted them on the page. By Year 6, pupils use a wide range of programs to support their work across the curriculum. For example, spreadsheets and good use of the Internet helped them to find and record information in different situations. Their use of technical vocabulary is richer than that usually heard.
12. In art, design and technology, geography and music, nearly all pupils in Year 2, and also by the time they leave in Year 6, attain standards that match what is expected for their age groups. In music, however, standards in instrumental lessons and in listening to and appraising music are higher than in performing and composing in lessons for whole classes. In Hebrew, standards are very high compared with what is normally expected in a modern foreign language and standards are often above what is normally expected in history.
13. Pupils with special educational needs make good progress. Teachers and classroom support assistants alike understand their needs well and work is adapted to their requirements so that they are able to learn at an appropriate level. Those pupils with English as an additional language often make very good progress. Nearly all of these pupils are Hebrew speaking and many adults on the staff speak this language fluently. As a result, when at first pupils struggle with English, support is readily available to ensure that they know what to do to learn and progress effectively.

Pupils' attitudes, values and personal development

14. Pupils' attitudes, values and personal development are good. This aspect was also strong at the time of the last inspection. Nearly all pupils enjoy their lessons. They spoke well of the school when asked about it by inspectors. Nearly all of them develop good working habits and settle down to work, taking part in lessons enthusiastically. They show interest and sustain their concentration well, especially so in lessons where the teaching is stimulating and challenges their thinking. However, in a small number of lessons, pupils' attention wandered when teaching was insufficiently stimulating. Most pupils are very confident in approaching adults, showing few signs of shyness. Nonetheless, they are respectful to adults and polite when engaged in conversation. Older pupils in the school council, for example, are clear about what should be raised and what should not. In the reception class, also, children show confidence and respect in their relationships with adults. They respond well to the warm, friendly

atmosphere in the class and demonstrate willingness to follow routines and help adults with little jobs around the room.

15. Pupils' interest and involvement in the wide range of extra-curricular and after-school clubs is good and pupils are keen to participate in them. Pupils look forward to the weekend Shabbaton and visits to local museums. They thoroughly enjoy the physical education lessons from an external specialist teacher and are keen to develop their abilities in gymnastics.
16. Pupils' behaviour is good, which echoes the findings of the last inspection. The school has improved its approach to planning lessons and is more successful in stimulating and challenging pupils, which has a positive impact on behaviour in lessons. Pupils are fully aware of classroom rules and the permissible boundaries within which they can work. Movement around the building is quiet and orderly. The playground is a particularly happy place where boys and girls play with balls, without any evident rancour or disruption of other games. No bullying was witnessed during the inspection and the school is free from oppressive behaviour. All pupils are well integrated into the school as a result of a keen focus on the inclusion of all pupils of differing abilities, ethnicity and background.
17. Good trusting relationships exist between pupils and adults and, as a result, pupils are secure in expressing their feelings confidently and develop strong self-esteem and self-confidence. In responses to the questionnaire, a few parents expressed the view that the school is not helping their children to grow in maturity. However, evidence in the inspection supports the majority. Occasions when pupils did not respond to teachers' suggestions about mature behaviour and sensible relationships were rare exceptions.
18. Generally, pupils understand the impact of their actions on others. However, on occasions they are too excited about their own work or findings to listen to other pupils when they speak, and tend to take over before the first speaker has finished. Adults do not correct this tendency consistently enough. Reception children enjoy times when they sit in a circle and speak about their happy and sad moments. Again, however, the idea of listening to others until they have finished is not being taught with enough rigour. Conversely, in some very good lessons, teachers were quick to insist that eager speakers, nonetheless, waited for a turn patiently. In this way, they ensured that everyone had an equal opportunity to explain their thoughts and to make an individual contribution to discussion.
19. Pupils' personal development is sound. Pupils are keen to undertake roles of responsibility, although opportunities to display it are to some extent restricted. However, pupils in all classes take turns to return registers to the school office and children in the reception class are learning to tidy up at the end of lessons. Good personal development is evident in those pupils who serve on the school council. They speak of its organisation and work and are clearly developing skills in chairing meetings, taking minutes, discussing issues and informing other pupils of the outcomes of discussions with the headteacher. Highly attaining, gifted and talented pupils demonstrate strong personal development when they undertake research topics that the school sets for them. Pupils enjoy these activities and are usually diligent in their approach.
20. Attendance is in line with the national average, which represents improvement since the last inspection, when attendance was below average. Pupils are also punctual and lessons begin and end on time. This feature is yet another improvement on previous findings, when slippage of time between lessons was reported.

HOW WELL ARE PUPILS TAUGHT?

21. At the time of the last inspection teaching at the school was judged to be variable and too often unsatisfactory. In Years 3 to 6, it was unsatisfactory overall. The overall quality of teaching still varies across the different stages of education and, depending on the teacher's knowledge of different subjects, it sometimes varies even within the same class. However, the range of variation has moved upwards in overall quality. For example, no poor teaching was observed and only three unsatisfactory lessons were seen. Conversely, the frequency of very good teaching was much higher and a few excellent lessons were observed. A high proportion of teaching is now good, including a substantial amount of very good and excellent teaching. In Years 1 and 2, teaching was very good overall. In Years 3 to 6, it is now good overall, although it was stronger in Years 5 and 6 than in Years 3 and 4. Previously, this variation was between good and unsatisfactory, respectively. Notwithstanding, a small

element of unsatisfactory teaching was observed in Year 3. Inconsistency in the control and management of pupils caused it. In Year 4 also, although teaching was at least satisfactory, elements of this same weakness were seen, whereas in other classes, including the reception, this feature was often good. Teachers in these two classes were less likely to apply rewards and sanctions with the same effectiveness as in other classes. Teaching has therefore improved considerably. The headteacher's hard work in identifying what was weak and her willingness to seek the support and advice of the local authority's advisers has contributed strongly to this picture.

22. Considerable emphasis has been put on the monitoring of teaching and learning since the last inspection. A new policy for teaching and learning is now in place, containing much stronger guidance than previously. This guidance focuses on organisation of classes, lesson planning and what can reasonably be expected of pupils' attainment at different ages. The headteacher, together with the local authority's link adviser played a very active role in setting targets for improvement.
23. Links have also been made with local schools where good practice has been identified. Much emphasis was placed on improving teachers' knowledge and understanding of the National Curriculum and ensuring that lessons were planned effectively. Teachers' planning is now generally good, and contains several very good features. For example, in the core subjects of English, mathematics and science, work is adapted to meet the needs of different pupils and groups of pupils. Pupils with special educational needs or with English as an additional language are supported well in this way. Classroom support assistants are also employed well to ensure that these pupils understand what is expected of them. Subject co-ordinators for the core subjects also play an active role in supporting planning, checking what is planned and offering advice. These arrangements have a good impact on teaching and learning, enabling pupils to understand and to build on what has been taught previously. Throughout the school, at the beginning of lessons, teachers share with pupils what they are expected to know by the end. Targets are also set for individual pupils and changed when they succeed in reaching them. This feature is another example of good practice. It helps pupils to gain knowledge of their own learning, giving pupils insights into their progress and its rate. Expectations in nearly all lessons are high; work is challenging and meets the needs of all pupils. This factor is the main contributor to improvement since the last inspection, when unsuccessful teaching was attributed to poorly planned, undemanding work.
24. These improvements were not found in the teaching of the reception class. The impact of a refurbishment of the classroom and better resources was not sufficiently apparent in the quality of teaching, which remains unsatisfactory. However, expectations of pupils' personal, social and emotional development were strong, and teaching of this area of learning supported good attainment. Initial assessment and ongoing observations of progress are not used well enough to inform and adapt the planning of work for individual children and groups of children. These weaknesses have their biggest impact in the more complex areas of learning, including communication, language and literacy, and mathematical development. They produce low expectations of what children might achieve in a lesson and therefore over time. In turn, children who find the stepping stones (indicators of what young children should do to progress through the areas of learning) easy are not provided with sufficiently challenging work to meet their needs. Consequently, they do not learn as fast as they could. The learning support assistant and welfare assistant give good support, especially to children who are being assessed for a possible special educational need, or for those with English as an additional language.
25. Teaching of English and mathematics is strong. Teachers have a thorough knowledge of the National Literacy and Numeracy Projects. They follow the suggested strategies closely, demonstrating confidence about what they are teaching. Good planning supports teaching in whole- class sessions, group work and plenaries at the end of each lesson and leads to good methods that suit the content at different points in lessons. The teaching of numeracy hours is very good overall. Sessions of mental mathematics at the beginning of these lessons are especially good. They focus on a particular skill, proceed at a rapid pace and hold pupils' interest as they try to keep up with questions that are directed towards them and to explain answers convincingly. Pupils' acquisition of skills that speed up their calculation is therefore good. Literacy hours are well taught and teachers clearly enjoy imparting a love of words. Their use of texts, including big books in Years 1 and 2, is often particularly skilful, which leads to strong acquisition of reading skills and enjoyment of literature amongst pupils.

26. Science is generally taught well, including several examples of very good teaching, which is a considerable improvement on the last inspection when a significant proportion was unsatisfactory and slowed down progress accordingly. Improvement is most striking in teachers' confidence, knowledge and understanding of observational and experimental activities, which was the weakest aspect in the last inspection.
27. The quality of teaching in other subjects is often dependent on teachers' expertise. For example, very good and excellent lessons occurred in Hebrew and physical education, in which subjects, teachers with specialist knowledge are employed. Overall, teaching of Hebrew was very good during the inspection and it was good in physical education. Other very good lessons occurred in design and technology and in a history lesson in Year 2. Insufficient evidence was available to make an overall judgement about teaching in history. However, planning is good and teachers are beginning to use artefacts and other resources, and are relying less on photocopied sheets of information than in the last inspection. Elements of teaching in the last inspection were unsatisfactory in art and information and communication technology. In these subjects, teaching is now satisfactory overall. A weekly lesson is provided for all year groups in the computer suite and teachers are including information and communication technology in their teaching of other subjects. The teaching of instrumental music is good, although, in class lessons, teaching varies between one lesson that was unsatisfactory and good teaching. Unsatisfactory teaching occurred largely because of lack of expertise in the subject.
28. All teachers are very committed to their pupils and strive hard to do their best to help them learn. However, management of pupils was what separated otherwise satisfactory teaching in Year 4 and one unsatisfactory lesson in Year 3, from stronger teaching through the school. Teachers' strategies of control in these lessons were less sure and applied with less consistency than in other classes. As a result, over-exuberant behaviour became difficult to prevent, and time was wasted in regaining pupils' attention and concentration on work.
29. Resources have recently been purchased for mathematics, science, history, geography, art and design and technology. Better availability has also improved teachers' uses of resources, which in turn has had an impact on the quality of teaching and learning.
30. Assessments of pupils' results and achievements, especially in English, mathematics, science and Hebrew are recorded and used well to adapt future planning. Through these records and evaluations of progress, gaps in learning are identified and targeted. Pupils with special educational needs are well supported, learn effectively and make good progress. Pupils at an early stage of English acquisition, usually in Years 1 and 2, or recent arrivals further up, are very well supported. These pupils are nearly always Hebrew speakers and, as several adults in the school are fluent in this language, support to ensure that pupils understand what to do to make progress is readily available. Progress is therefore often very good. These assessments have also helped to identify several pupils who are gifted. The school is beginning to formulate policies to ensure that it meets these pupils' needs more consistently. As a result of good assessments, teachers are now setting appropriate targets for all pupils, another area of improvement since the last inspection. Homework supports the work that pupils undertake in their classrooms. Homework is often reading or a learning task in Years 1 and 2. In Years 3 to 6, it usually reinforces literacy and numeracy.

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

31. At the time of the last inspection, a key issue for action was to improve the range and depth of what was taught in the National Curriculum. Weaknesses in the balance and links between the National Curriculum and what was taught in the Kodesh were identified. The school has introduced changes to restructure its day so additional time is spent on those subjects that were taught inadequately. What is taught now is relevant to pupils' needs and meets the statutory requirement to teach the National Curriculum. As a voluntary aided Jewish school, what is taught in religious education mainly teaches about the beliefs, customs and festivals of a modern, orthodox Jewish faith. Throughout the school, pupils receive a good range of opportunities in the core subjects of English, mathematics and science. In other subjects, the range of opportunities is satisfactory. The headteacher, deputy head and governors are aware that further improvements can be made to develop and enrich what is provided. Training of subject co-ordinators to improve management of the curriculum has begun and further

delegation of responsibility is planned as a means to ensure that improvement is consolidated and continues.

32. Long-term planning for young children in the reception class is based on *The Curriculum for the Foundation Stage* (a national publication that explains what should be taught in nursery and reception classes). All six areas of learning that are specified are included in the school's planning, which is therefore satisfactory. Although an up-to-date policy is in place, which includes the nursery, and the co-ordinator for early years has begun to monitor planning and teaching in both classes, the long-term plan is not yet influencing daily planning sufficiently in the reception class. Stepping stones and early learning goals are not being used sufficiently to ensure that what is taught builds steadily on what has gone before. This factor also affects the speed at which higher attaining children learn, as the stepping stones are not used to plan work that matches the rate with which they acquire skills. As the school administers the nursery privately, reporting its effectiveness was not included in the inspection, so no comment about its effectiveness can be made. Nevertheless, it is good practice to plan provision jointly in this way and it represents a good link with a partner institution. Refurbishment of the reception area has created more space, providing more areas for activities and giving children greater opportunities for learning. Sand and water play can now be provided adequately indoors as well as outside.
33. Teachers use the national strategies for teaching literacy and numeracy well. Good opportunities are provided for discussion and many pupils are confident and exuberant speakers, expressing their views clearly. Pupils use their writing skills for a wide range of purposes, for example, arguing their points persuasively in a Year 6 lesson in which the benefits and disadvantages of parking outside school were made. They use their research skills confidently. For example, in geography, pupils used information gathered from the Internet, a thesaurus and recent newspaper reports, while discussing mountains and volcanoes. In science lessons pupils use numeracy to explore ideas about testing. In a lesson in Year 4, for example, they knew it was important to measure how much water was used in each cup, to ensure that experiments on insulation would remain fair.
34. Time is used effectively throughout the school, and revised allocations to be spent on secular subjects and Jewish studies are now more conducive to acquiring skills and knowledge required in the National Curriculum. In addition to statutory requirements for primary education, the school teaches Hebrew as a modern foreign language. This provision is planned to a very high level.
35. Parents are very appreciative of the range of activities provided for pupils outside the school day, and the inspection team supports the view that provision is very generous. An extra-curricular activities committee oversees this provision, and ensures that clubs are efficiently and effectively managed. Amongst other provision, the school includes opportunities for extra music, sport and dance. This wide range of activities enhances learning opportunities and enriches pupils' lives considerably. Instrumental tuition forms part of this provision and during the inspection, piano tuition of an extremely high quality took place, with young pupils thoroughly involved in their lessons due to the excellent level of teaching they received. Many pupils join clubs and attendance is good. Good relationships are evident during these sessions. Members of the Key Stage 1 basketball club worked well together, putting a high level of effort into learning the skills. They were warmly encouraged by a very accomplished tutor who kept them moving well and working hard. The organisation of clubs and use of the school facilities outside school time is extended to others, for example, teenagers, who come to learn about personal security. This community use makes a significant contribution to fostering the school's aim to be at the centre of a caring community.
36. The school arranges an appropriate range of visits, which pupils thoroughly enjoy and these make an appropriate contribution to the curriculum. Year 6 pupils, on their residential Shabbaton, have the opportunity to take part in 'togetherness' activities, and a residential visit for Year 5 pupils is planned to Sayers Croft, where they will have opportunities to extend their knowledge of geography and science, whilst studying rivers. A day of visits is planned each year, and these are appropriately linked to pupils' study, with visits for example to the Bracknell Science Park. Local artists have visited the school to display paintings and slides in supporting the curriculum in art.
37. The school promotes equality of opportunity particularly strongly. For example, from the days when it was first founded, its policy was to include pupils with special educational needs of all kinds fully in all classroom activities. Arrangements for pupils with special educational needs remain good now.

Individual education plans show how what is planned should be adapted to meet pupils' particular requirements. Classroom support assistants are kept well informed about targets for pupils for whom they are responsible and class teachers adapt planning well. Pupils with statements of special educational need receive the statutory support that is indicated for them. In turn, progress is made at a good rate. The headteacher has begun to identify gifted and talented pupils in each class, and to seek appropriate means to support them effectively. Pupils of different ethnicity, whose home language is Hebrew, receive very good support as so many Hebrew-speaking adults are available to help and support them. Examples of equality of access in practice are evident when support assistants explain ideas that the class teacher is teaching to any pupils who experience difficulty or fail to understand. Assistants also help less confident individuals to respond in, for example, mental mathematics activities at the beginning of numeracy hours, checking what they are going to say and encouraging them to answer when they are correct. In this way, these pupils are less likely to be embarrassed by giving a wrong answer in front of the whole class. It supports their self-esteem, so they will not be put off responding in the future.

38. Provision for personal, social and health education is good. Outside agencies such as the police support lessons on personal safety from the reception class to Year 6, and make a positive contribution in Year 6 to education about the dangers of misusing drugs. Pupils in Year 6 receive information on growing up, which is based on Jewish perspectives and is provided by a local Rabbi and his wife. The governors' policy for sex education meets statutory requirements. Planning ensures an understanding of health issues associated with cigarettes and attention is given to ideas such as resisting pressure from others. Parents are encouraged to become involved in these sensitive issues, and receive information about what will be taught and how their children have responded in regular weekly newsletters provided by each class teacher.
39. The school has established good links within the community and uses the local area appropriately to support learning. Visits to local museums and art galleries are planned at relevant times. Pupils in Year 5 have entertained the residents of an elderly people's home with their music. The School Council organises fund raising activities for charitable purposes and encourages good citizenship, keeping the school free of litter and modelling itself on efficient, democratic principles. The community's involvement in the life of the school is good.
40. Links with other schools, educational organisations and the on-site nursery are good. The school's early years' co-ordinator works with the nursery to ensure continuity with the reception class. Pupils are encouraged to visit their new secondary schools before leaving Year 6 and contacts have been made with other schools to foster an understanding of non-Jewish cultures. However, it is recognised that links for this purpose are at an early stage of development. The school is currently supporting two students who are training to be teachers.
41. At the time of the last inspection, provision for personal development was good and it still is. However, within this, while arrangements for spiritual and moral development are good and social development is very good, provision for cultural development is not as strong. The school provides knowledge of British and Jewish cultures well, but work on others and on different ethnic groups is limited and does not therefore prepare pupils well enough for life in a modern, ethnically diverse country.
42. Provision for spiritual development is good. Prayers, religious studies and celebration of Jewish festivals provide particularly good opportunities for pupils to develop awareness of beliefs and respect for themselves and others. Year 6 pupils demonstrated attitudes of reverence during their prayers, joining in melodiously and observing silences. However, opportunities for spiritual development in the National Curriculum are missed. Occasions when pupils appreciated beauty in unusual or unexpected situations arose. For example, in a science lesson, a group was amazed at the patterns that dissolving coffee granules made, during an experiment on properties of materials. However, opportunities to reflect upon the order, mystery and grandeur of the world around them in, for example, music, art and geography are not sufficiently planned.
43. Provision for moral development remains good. All adults in the school make a positive contribution, modelling supportive relationships, thus reinforcing good standards of behaviour. Pupils are taught the difference between right and wrong and in many classrooms a code of conduct, containing the class rules is visibly displayed. Each week, a pupil is chosen as 'Special Person' and pupils celebrate the qualities that make this person special. Attributes such as "very kind hearted", "stops playing football

when anyone is hurt" demonstrate that pupils have a clear understanding of good behaviour towards others. In this small community, showing appropriate respect in dealings with each other is strongly emphasised.

44. The school makes very good provision for pupils' social development. The work of the school council is developing strongly. Older pupils in Year 6 are rightly encouraged to take responsibility. Opportunities to act as library monitors and prefects in charge of lunch tables or cloakrooms are provided. Strong role models provided by adults, and good relationships between teachers, support staff and pupils promote orderly conduct and a harmonious environment in which to work. These features are particularly evident in literacy and numeracy lessons. The opportunity to attend a weekend Shabbaton in Year 6 is provided, promoting a positive climate for work, friendship, respect and co-operation.
45. Provision for cultural development is satisfactory, containing elements of strength and a few weaknesses. There is very strong provision for the development of pupils' understanding of their Jewish heritage. For example, a wide range of artefacts and posters is displayed around the school. Visits are arranged to various places of cultural interest. Examples are the National Gallery and the Greenwich Observatory. These visits and others contribute appropriately to pupils' understanding of British culture. Studies in history of the Ancient Greeks, Romans and Vikings promote a reasonable understanding of England's European heritage, and studies of the Victorians and World War II offer perspectives on the more recent past. However, the experiences, values and beliefs of peoples in contrasting, non-western locations are not developed as fully as they could be. Similarly, the richness and diversity of other ethnic groups that are represented in our own society are not planned and studied in sufficient depth where opportunities arise in the National Curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school cares for its pupils well and provides a secure place for them to learn effectively. Teachers know their pupils well and promote self-esteem and self-confidence in pupils of all ages and abilities. Good routines have been implemented at the end of break, when pupils are collected from the playground, enabling teachers to establish a calming influence, and to set an orderly and timely start to the next lesson. Good arrangements are also made for parents to collect their children at the end of the day.
47. Procedures for child protection are good, indicating an improvement since the last inspection. The headteacher is designated as the member of staff responsible for protection and another member of staff has received training. Appropriate information is passed on to other staff. Confidential records are kept securely and good relationships exist with the local police and social services. Statutory welfare, health and safety precautions are followed. For example, electrical appliances and equipment are checked annually and the local education authority has carried out risk assessments on behalf of the governors. A few items of electrical equipment have out-of-date check-up labels, but the headteacher is aware of this and is taking steps to resolve the matter. Staff and ancillary assistants monitor and supervise pupils' behaviour satisfactorily at breaks and lunchtimes. Good arrangements exist for initial first aid and the circumstances of any accidents that lead to injury are recorded. Three members of staff have received first aid training.
48. Procedures for monitoring and improving attendance are satisfactory and have been effective in raising the level of attendance, especially through reductions in previously high levels of authorised absence. Unauthorised absence is also lower than at the time of the last inspection. The headteacher monitors class registers weekly and endeavours to gain support from the educational welfare service when necessary. The school has taken a strong stance on promoting regular attendance through letters, newsletters, and parental induction and consultation evenings. Nevertheless, a small number of pupils are taken on holidays during term-time, often visiting Israel or the United States of America in connection with family or other celebrations.
49. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are generally good. Each class has its own rules and pupils in Year 5 have agreed to sign theirs. Each set is displayed prominently in the classroom. Parents expressed considerable concern about the unsettled past provision for pupils in Year 5. However, the class teacher, with the support of the headteacher, has ensured firm but fair behaviour management and positive control of pupils. Teaching in this class is good, and in some lessons, it is very good. As a result, pupils are enjoying their work

within a secure climate for learning. In all other classes, procedures to monitor behaviour are in place and good behaviour is promoted.

50. Procedures for assessing academic achievement are good and better than in the last inspection. A wide range of assessment data, test results and information about learning is now being collected, particularly in English, mathematics and science. Baseline analysis is effective in identifying young children's attainment before they begin the National Curriculum, linking it with their birth dates to analyse individual rates of progress. Regular assessment is conducted in English, mathematics and Hebrew, which is proving valuable for tracking achievements and in setting future targets. Pupils' books include targets based on analysis from their work in class and informal tests and assessments. Pupils understand these targets and do their best to achieve them. Teachers discuss learning with their classes and on occasions give pupils opportunities to set their own targets. Although these procedures are effective, they have not been fully delegated to all co-ordinators, some of whom are ready to undertake such work in subjects beyond English, mathematics, science and Hebrew. Teachers in Years 1 and 2 assess the learning of pupils jointly and ensure that lesson plans meet learning needs. The headteacher and her deputy head monitor teachers' planning together.
51. The progress of pupils with special educational needs is assessed carefully. The co-ordinator is knowledgeable and very aware of research findings and recent developments that have been found effective in other settings. She is a good teacher of these pupils and uses her skills to check what is working and what is less effective in promoting their progress and development. The progress of pupils with English as an additional language is also checked and understood well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The involvement of parents is good overall, although parents' responses to the pre-inspection questionnaire indicate that many are not satisfied with what the school is providing for their children. Parents raised several issues in their questionnaires, which reflected views expressed at the meeting. A significant proportion does not believe that the school is well led and managed and believes that pupils' behaviour is not good; nor do they feel comfortable in approaching the school and believe that work is insufficiently challenging. Many parents believe that their children are not helped to mature sufficiently. Inspection findings, however, are contrary to most of these perceptions. Management of the school has improved since the last inspection and a large majority of pupils achieves satisfactorily by the time they leave the school. Pupils' behaviour is generally good. At the meeting, several concerns were raised about past experiences of pupils in Year 5. However, the teaching of this class is currently good and the potentially disruptive behaviour of a few pupils is skilfully averted through their teacher's very good strategies for the control and management of pupils. Pupils' annual reports are very comprehensive in providing information about progress in English, mathematics and science, and are satisfactory in other subjects. Pupils' maturity is developed strongly as they move through the school. All teachers provide frequent newsletters about the work of their class, exceeding the frequency that is found in most schools. Just prior to the inspection, the school was due to seek parents' views through its own questionnaire, but replaced it with OFSTED's. The headteacher has plans to further increase the information that is shared with parents through a newsletter about the work of senior managers, offering insights into future developments that are underway.
53. A number of parents play a significant role in supporting the school. Parent-governors in particular are effective in helping the school move forward and in obtaining extra-curricular support. Other parents support pupils well, both in school and at home, listening to their children read, assisting with homework projects and, in some cases, paying for private coaching. Many parents are pleased with the school's reading diaries that enable effective two-way communication. The school's parent teacher association is very supportive of the work of the school and, through social and fundraising activities, contributes substantial financial support for resources.
54. The quality of information for parents is particularly good and is more comprehensive than that found in most schools. Informative and interesting reviews of work covered in each class are issued weekly and inform parents of what is to be covered in subsequent weeks. This level of frequency is very good. Pupils' annual reports are good overall and the school's prospectus and governors' annual report are both informative and interesting. Good procedures in the care of pupils ensure that information about concerns or accidents that children have in school is conveyed to parents when the need arises.

Parents have been advised of the visits and weekend retreats that the older pupils attend, including the Shabbaton and the forthcoming residential field trip to Sayer's Croft for pupils in Year 5.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. At the time of the last inspection in January 2000, several weaknesses in management were identified and became key issues for improvement. For example, the headteacher and senior staff were not providing a clear educational direction, and the school had suffered from a prolonged period without a deputy head. This lack had affected time available to monitor performance and had in turn limited any developmental activity aimed at improving deficiencies. Weaknesses in the monitoring and support of teaching and in what was taught were also found. Since then, the headteacher, supported by her deputy and governors, has had a strong impact and has succeeded in introducing several measures that are correcting weaknesses.
56. Leadership and management are now satisfactory. The headteacher is providing a good educational direction. Leadership is firmly based on a clear vision of raising standards, while maintaining the school's characteristic values of care for individuals and respect for the created world. These values are promoted strongly in its Kodesh lessons, but also permeate its day-to-day life and routines. The headteacher receives good support from her deputy and they are aware of further improvements that the school is now ready to make. For example, subject co-ordinators are not fully responsible for monitoring and supporting the quality of teaching in their subjects. Until now, the headteacher, with the support of local authority advisers, has borne much of the responsibility for this task across the curriculum. Nonetheless, it has proved effective, as the information gained has been given to teachers and any weaknesses have been supported to bring about improvements. In fact, in the past, co-ordination of several subjects had been difficult to organise, owing to changes in staff and weaknesses in available expertise. However, new staff have been appointed and understanding of how to co-ordinate and knowledge of the National Curriculum are now much better. As a result, several teachers are ready for this important work of co-ordination to be delegated to them, thereby raising the effectiveness of middle levels of management. Co-ordination of special educational needs is effective, leading to good provision in the school. However, written targets in these pupils' individual education plans vary in the precision with which they are written. Opportunities to spread expertise by modelling the practice of those teachers who are skilful in this respect have not been fully explored.
57. The school's governors carry out their duties well. They understand their statutory responsibilities, and are well aware of the school's strengths and weaknesses. The governing body has a clear structure of committees that have been involved in forming an action plan after the last inspection, and questioning whether decisions have been sufficiently effective. In this way, governors have helped to shape the direction that the school has taken. These committees monitor progress by receiving reports and gathering information. Many governors are parents of pupils who are currently attending the school and they see measures introduced by the headteacher to improve teaching and what is taught. The chair of governors is another frequent visitor to the school and acts effectively as a critical friend. In this way, he has rightly earned the respect of senior staff. A range of link-governors has been appointed to liaise with the school in particular subjects and aspects. Examples are literacy, numeracy and special educational needs. These governors are knowledgeable and committed to the school and its successful development.
58. Monitoring of the school's performance has been improved considerably in the past two years. It is now good. With the support and advice of the local education authority, procedures to establish the amount of progress that pupils make, to support and develop the quality of teaching, and to ensure that any weaknesses are discovered and addressed have been put into place. The information that these systems produce is used to set targets for future development. The action that the school has taken to make improvements has been effective. For example, teaching is much stronger now than two years ago. Many weaknesses in what is taught, for example, in information and communication technology have been improved, and time available for teaching the National Curriculum has been increased. In the context of changes in staff, induction procedures have been tightened and new ideas put into practice. For example, teachers are given the opportunity to teach a lesson in the school when they are interviewed for a job. As a result, any lack of resources or practice that might prevent them from starting smoothly can be discovered and rectified. Alongside this good practice, the school is introducing features to try to support and retain good personnel. Opportunities for training and development, for example, have been improved, and strategies for appraising staff and managing

performance are developing satisfactorily. Links have been established with an institute for the training of new teachers and a student was in the school during the inspection. The school's evident improvements and the success of its new systems in correcting weaknesses indicate that capacity to develop further is good.

59. Financial management is consistently satisfactory. Government and local authority funding that is provided for the National Curriculum and related educational services is used appropriately. Governors are properly involved in the process of setting a budget and the school's bursar and administrative staff are skilled and effective in providing up-to-date information on spending and how the budget is working. They make a good contribution to the smooth running of the school from day to day. Auditors' recommendations are taken seriously and suggested adaptations to practice are made. Computers are used adequately to store administrative information and to keep budgetary records up to date and uses to support academic work in the curriculum are beginning to increase. Currently the school is running with an overspend, but this can be met from private funds, which are not shown in the school's local authority funding. Records of funds that are provided for specific purposes, such as special educational needs or for particular spending, are properly kept, showing that expenditure is apt. Private funds are maintained to similar standards, and audited privately. Senior staff and governors understand the need to obtain best value for public funds. They seek competitive prices, take advice and compare different quotations before committing capital expenditure, taking quality as well as cost into account.
60. Staffing, accommodation and learning resources are adequate to meet the requirements of teaching the National Curriculum. Resources in several subjects have been improved considerably. For example, the number of computers matches pupils' needs and the requirements of the curriculum better. Resources in science enable teachers to plan experimental and observational work and what is available in literacy and numeracy hours also supports teaching. However, the school's library is small and does not readily lend itself to lessons in research skills for a whole class. Exterior space for physical education is limited, both for children in the reception class and for work in the National Curriculum. In common with several schools in London, governors have found it difficult to recruit and retain teachers in recent years. Currently, a full complement of staff is in place. Senior staff and governors hope that improvements to general conditions and morale will go some way to remedy the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Several new procedures for monitoring the school's performance have been introduced since the last inspection. These procedures have largely been effective in eliminating the school's serious weaknesses of the last inspection. Governors, headteacher, other senior staff and co-ordinators are well aware that these improvements are only a beginning, and that further developments are necessary. Plans have already been made to improve co-ordination of subjects further and to refine the quality of teaching where weaknesses remain. Improvements in the school's provision for gifted and talented pupils are also included in its targets for future development.

The headteacher, senior staff and governors should:

- i. Raise standards of attainment by the time pupils begin the National Curriculum, and in musical composition and performance in Year 6, by :
 - a. in the reception, improving teachers' understanding of how the stepping stones and early learning goals in *The Curriculum for the Foundation Stage* relate to the planning of what should be taught (see paragraphs 1, 24, 32, 65, 70 and 73);
 - b. ensuring that what is expected of individual children in the reception matches their prior attainments more closely, especially but not exclusively in the case of higher attaining, gifted and talented children (see paragraphs 1, 24, 32, 65 and 72);
 - c. improving exterior provision and resources for reception-aged children (see paragraphs 60 and 79);
 - d. in music, improving teachers' knowledge and understanding of performing and composing and how to teach it (see paragraphs 12, 27 and 134);
 - e. using the particular skills of pupils who learn an instrument to enhance performing and composing in normal lessons (see paragraph 134).

- ii. In those classes where weaknesses in the management of pupils cause progress to be slower than in others, improve the rate at which pupils learn by:
 - a. using as models those teachers whose strategies for the control of pupils are particularly effective, so that their skills are shared with and acquired by others (see paragraphs 21 and 106);
 - b. ensuring that the same sanctions and rewards are used consistently and effectively in all classes, so that pupils have the same expectations throughout the school (see paragraphs 21, 85 and 106).
- iii. Review what is taught in all subjects so it includes more and better opportunities for pupils to understand the cultural diversity of modern Britain, thus preparing them for adult life in a multicultural country (see paragraph 45).
- iv. Continue to improve management further by:
 - a. delegating more responsibility for monitoring and supporting the quality of teaching in all subjects (see paragraphs 56, 110 and 116);
 - b. introducing some of the procedures used for monitoring pupils' progress in English, Hebrew, mathematics and science into those subjects where procedures are less evident (see paragraphs 50, 56, 100, 116 and 128);
 - c. using assessment rigorously to set targets for pupils in subjects where it is not used at present (see paragraphs 50, 56 and 128).

Other features that governors might wish to include in an action plan

- i. Improve pupils' presentation, placing a greater emphasis on the consistent use of cursive handwriting (see paragraphs 88 and 89).
- ii. Increase the number and quality of non-fiction books in the library and pupils' access to the library (see paragraphs 60 and 86).
- iii. Continue to explore and refine links between the Kodesh and National Curriculum to further improve and rationalise the use of teaching time (see paragraphs 109 and 113).
- iv. Ensure more rigorously that pupils take turns to speak, especially when they are excited (see paragraphs 18 and 85).
- v. Improve the consistency of precision of targets in individual education plans, spreading the expertise of those teachers who are skilled in this respect (see paragraph 56).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

41

Summary of teaching observed during the inspection

| | Excellent | Very Good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 5 | 13 | 11 | 13 | 3 | 0 | 0 |
| Percentage | 11 | 29 | 24 | 29 | 7 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

170

Number of full-time pupils known to be eligible for free school meals

0

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

37

English as an additional language

No of pupils

Number of pupils with English as an additional language

15

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

4

Pupils who left the school other than at the usual time of leaving

2

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.3 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 16 | 10 | 26 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 13 | 14 | 16 |
| | Girls | 8 | 9 | 10 |
| | Total | 21 | 23 | 26 |
| Percentage of pupils at NC level 2 or above | School | 81 (100) | 88 (100) | 100 (100) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 16 | 15 |
| | Girls | 9 | 9 | 10 |
| | Total | 24 | 25 | 25 |
| Percentage of pupils at NC level 2 or above | School | 92 (100) | 96 (100) | 96 (100) |
| | 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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 7 | 15 | 22 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 5 | 5 |
| | Girls | 13 | 13 | 13 |
| | Total | 19 | 18 | 18 |
| Percentage of pupils at NC level 4 or above | School | 86 (83) | 82 (92) | 82 (96) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 7 | 7 |
| | Girls | 12 | 12 | 12 |
| | Total | 18 | 19 | 19 |
| Percentage of pupils at NC level 4 or above | School | 82 (88) | 86 (88) | 86 (88) |
| | 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 | 147 |
| Any other minority ethnic group | 23 |

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) | 9.5 |
| Number of pupils per qualified teacher | 18 |
| Average class size | 24 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 153 |

FTE means full-time equivalent.

Financial information

| | |
|--|----------|
| Financial year | 2000-1 |
| | £ |
| Total income | 451,313 |
| Total expenditure | 472,900 |
| Expenditure per pupil | 2,831 |
| Balance brought forward from previous year | - 10,578 |
| Balance carried forward to next year | -32,165 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 5 |
| Number of teachers appointed to the school during the last two years | 5 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| 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 | 170 |
| Number of questionnaires returned | 58 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 45 | 49 | 0 | 3 | 3 |
| My child is making good progress in school. | 48 | 37 | 6 | 6 | 3 |
| Behaviour in the school is good. | 22 | 51 | 10 | 10 | 7 |
| My child gets the right amount of work to do at home. | 21 | 62 | 8 | 7 | 2 |
| The teaching is good. | 35 | 51 | 5 | 7 | 2 |
| I am kept well informed about how my child is getting on. | 34 | 34 | 20 | 10 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 50 | 22 | 16 | 12 | 0 |
| The school expects my child to work hard and achieve his or her best. | 35 | 44 | 12 | 7 | 2 |
| The school works closely with parents. | 32 | 41 | 11 | 14 | 2 |
| The school is well led and managed. | 17 | 34 | 14 | 30 | 5 |
| The school is helping my child become mature and responsible. | 36 | 41 | 11 | 5 | 7 |
| The school provides an interesting range of activities outside lessons. | 58 | 34 | 4 | 4 | 0 |

Other issues raised by parents

Inspectors agree with parents' positive views, but do not agree with many of their criticisms. Sound, often good, leadership and management have addressed the school's previous serious weaknesses well. Governors, the headteacher and her deputy have succeeded with improvements to the range of what is taught and the quality of how it is taught, while they acknowledge that there is more to do. Parents at the meeting and in written comments were very concerned about past experiences of children in Year 5. Currently teaching in this class is good and sometimes it is very good.

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

62. Children enter the reception class in September, at the start of the school year in which they are five. At the time of the inspection, about half the class were still under five. The majority of children transfer from the on site nursery, which is privately administered by the school. This situation means that children are already familiar with the main school when they join it.
63. Currently, 26 children are on roll in the reception class. All of them attend full-time. Good induction procedures are available to children and their parents. For example, children are given opportunities to spend time in the reception in the summer term prior to their move from the nursery. Parents are invited to meet teachers and learn about *The Curriculum for the Foundation Stage* and ways in which they can support their child's learning.
64. The initial assessment of children on entry to the reception (known as baseline) is that their attainment is broadly similar to that of the local authority average in personal, social and emotional development, physical development and mathematical development. Attainment in communication, language and literacy is below this average. However, a sizeable group achieved scores considerably higher than the average in all areas, while a similar number are being monitored to establish whether they have special educational needs. Attainment on entry to the reception is below that reported in the previous inspection, in particular, in communication, language and literacy, which was then judged to be higher than average.
65. The school has identified that attainment in communication, language and literacy is not high enough when children transfer to the reception. The Early Years' co-ordinator is now providing support in the nursery, planning provision to raise attainment in communication, language and literacy. However, weaknesses in reception teaching and provision, which began to improve after the last inspection, have reappeared, albeit for different reasons. Activities are insufficiently based on stepping stones and early learning goals, because what is to be taught is not clearly identified in daily planning or explained sufficiently to the children. Furthermore, activities are not adapted to the needs of individuals, so children who have already acquired skills or knowledge continue to repeat the same tasks. In turn, a lack of challenge arises, especially for higher attaining children. These deficiencies are leading to unsatisfactory teaching for the age group, as was the case in the last inspection. Nevertheless, other types of provision have improved since then. For example, classroom assistants understand their role better, resulting in well-focused support to groups and individuals. Satisfactory procedures for observation and assessment of progress have been devised and introduced, but the information that these produce is not yet sufficiently influencing the planning of work.
66. Provision for personal, social and emotional development is good and builds on the gains children have made in the nursery. It is likely that nearly all children will achieve the early learning goals in all areas by the time they transfer to Key Stage 1, and many will exceed the early learning goals in personal, social and emotional development.

Personal, social and emotional development

67. By the time they leave the reception class nearly all children achieve the early learning goals for personal, social and emotional development. Provision and teaching in this area of learning are good and children make good progress. Adults in the class are good role models and have high and consistent expectations of what to expect of children in this area. A warm, friendly atmosphere pervades the class and children are confident and appear secure. They have a good understanding of routines and choose from a range of activities with a good degree of independence. At the end of sessions, the teacher and assistants explain how to clear things away and children are enabled to take responsibility for tidying up. They carry out this task well, looking around the room to see whether anything else needs to be done.

68. Children have good relationships with each other and the adults who work with them. The teacher has worked hard to establish a caring atmosphere, which pervades the class. Pupils are particularly aware of each other's different needs, and help each other co-operatively, extending this kindness into the lunch break. They eat together sensibly and play well together, sharing equipment and using it with care.
69. Teaching in this area of learning is usually good. Several strong features were observed. Children are taught right from wrong very clearly. Their religious and moral education is supported by the Jewish Studies programme, which they follow alongside the areas of learning. Effective liaison between the class teacher and Kodesh teachers is evident, and what the children learn is reinforced in complementary lessons. For example, the religious theme during the inspection was Tu B'shvat or *Birthday for the Trees*, and this theme linked with other areas of learning during the week.

Communication, language and literacy

70. A large majority of children are likely to achieve the early learning goals in communication, language and literacy by the time they move into Year 1. However, teaching of this area contains unsatisfactory elements, so not all children are achieving as well as they might. Several children enter the reception able to write their names correctly, with a sound knowledge of the alphabet and the sounds of some letters. This knowledge is not being built on quickly enough.
71. Nearly all children are confident in communicating their needs and have good speaking and listening skills. They set up imaginative games. For example, they took on roles of travel agents and customers and showed they could use appropriate vocabulary. They responded appropriately to questions and confidently expressed ideas. However, other opportunities for developing and extending speaking and listening were missed too often. Opportunities to develop skills through whole-class discussions, sharing with other children and adults what they have learned, were missed. Where adults speak with children about their work, it is effective in developing speech and vocabulary.
72. Most children form their letters correctly, recording captions under their drawings. Nearly all are beginning to copy key words accurately, watching the spelling carefully. Higher attaining children are able to write complete sentences to accompany drawings. However, overall, their learning is unsatisfactory, because these children could achieve more in lessons, if more frequent opportunities were provided to display and develop these skills, moving them on to higher stepping stones faster. Not enough opportunities are provided for children to develop a sense of narrative through class activities and to write simple stories of their own. The approach to the teaching of phonics is not systematic, which limits opportunities to build up sounds and letters and for the teacher to assess progress rigorously. Books are shared and stories explored, enabling children to retell and sequence stories in their own words. However, children practising the letters 'o' and 'd' were not checked on how well they were doing, and could not give examples of words beginning with these letters. Nevertheless, the large majority of children are beginning to read well and have already embarked on reading books in the school's scheme. They are confident and most happily discuss characters and events. They use initial sounds to help them with unknown words. Good home/school reading records include opportunities for a useful dialogue between parents and the school, which many enter into.

Mathematical development

73. By the end of the reception, nearly all children are likely to attain the early learning goals for mathematical development. Nearly half the class achieved scores close to or a little above the average point in the initial baseline test and a quarter of the class achieved a far higher score. However, this information is not used satisfactorily to plan what is taught, so children build on the knowledge that they bring with them. Too often, simple mathematical activities are repeated in the same way, rather than separating out those children who demonstrate advanced skills and moving them on to a new stepping stone more quickly. For example, during one session, the learning support assistant used good questioning, leading a group to measure themselves with building blocks and to decide who was "taller" or "shorter". However, the same activity was repeated with the whole class, rather than introducing other methods of measurement. Furthermore, key terminology, such as "tallest" and "shortest", was confused, with the introduction of "longest" and "highest". Children were not told the point of the activity, so had little understanding of how well they had learned.

74. Children's written work shows that nearly all of them record numbers legibly up to 10 and that they understand the sequence. However, little evidence was found that even more able children are taught to extend their knowledge, even when they demonstrate that they know how to count up in tens, as a few did in informal situations. Similarly, in role-play, children showed that they had an understanding of money, "selling" airline tickets and giving change.

Knowledge and understanding of the world

75. Provision for and teaching of knowledge and understanding of the world are satisfactory. It is likely that a large majority of the children will achieve the early learning goals in this area and a few may exceed them by the time they begin the National Curriculum in Year 1. In lessons in the Kodesh, children learn about Jewish festivals, customs and practice. Good links exist between this work and the area of learning in *The Curriculum for the Foundation Stage*. Children learn about the seasons in Kodesh lessons. For example, in work on Tu B'shavat, so they understand that the trees sleep in winter, and awake with leaves. They learn about blossoms and that butterflies visit so that fruit appears in the autumn. A parent has donated a sapling, which the children are going to plant in the school grounds. This theme is developed further in knowledge and understanding of the world, when children plant seeds and observe how they grow.
76. Understanding of places nearby and places "a long way away" are taught effectively and children use toys to understand ideas of travel. The travel agency in the role-play area further develops these ideas. Several children know where England can be found on a map, and can also point to Israel. Some of them also know about finding a hotel in the Dead Sea area. Geographical development is further strengthened when they investigate different ways of travelling from place to place. Historical ideas are introduced through links between themselves, their family and grandparents and the passage of time.
77. Children are beginning to develop skills in information and communication technology. They use the mouse successfully to click on icons and buttons to control, play and work with programs on the computer.

Physical development

78. Nearly all children are meeting the early learning goals in this area. They develop skills in hand and eye co-ordination when they use pencils and paintbrushes, and use scissors to cut materials, which they then stick and join. In preparation for Tu B'shavat, the children learnt a dance. They enjoyed the activity and moved expressively and in time to the music. In this way, they acquired skills of balance and poise.
79. Although the outdoor area is not ideal for them to run and play in, the climbing equipment in the main playground is regularly available for their use. Regular weekly sessions are also planned in the school hall. Taken together, these occasions mean that a good range of apparatus is provided. Children are taught the reasons for warming up their muscles before strenuous physical activity. They obey commands promptly, behave very well and know what is expected of them. They learn skills of running, jumping, balancing and climbing. Teaching is much better in these sessions than in other areas of learning and all adults have high expectations and give good support and encouragement. In a good physical development lesson that was observed, skills in throwing and catching, skipping with a rope or hoop, and balancing and climbing were all taught effectively. Higher attaining children were given extra challenges and those children who were more diffident were encouraged and supported, so they grew in confidence. As a result of this good teaching, learning proceeded at a good pace and skills were developed well.

Creative development

80. Satisfactory opportunities for creative development are provided. Most children will meet the early learning goals at the end of their reception year. Again, links with Kodesh lessons provide good opportunities in this area of learning. Children learn to sing simple tunes and rhymes. They make candlesticks for Chanukah, and paint and cut out trees for Tu B'shavat. However, evidence of experimentation with paint and mixing colours and media is less evident.

81. Imaginative play is well provided for in the role-play area, which was well used during the inspection, encouraging drama and acting. Teaching in this area is satisfactory.

ENGLISH

82. In National Curriculum tests, standards in English have nearly always been above or well above the national average in Years 2 and 6, throughout the last four years. However, trends are inconsistent. The school attributes differences from year to year to characteristics in its successive year groups. At the time of the last inspection, assessment procedures were weak and it was difficult to substantiate the extent of such factors. This weakness has been rectified and recent evidence supports the school's view of how its results are affected. Tracking progress and thereby seeking reasons for differences in attainment is, therefore, better than two years ago. Teachers now keep track of pupils' progress, setting them clear targets, which are made known to them. In striving to improve teaching, a selection of lessons is regularly observed by the headteacher and teachers discuss ways of raising their performance – another important change since the last inspection. These two measures have improved the organisation of lessons and the degree of challenge. The overall quality of teaching has improved. In Years 1 and 2, it is now invariably very good and is often good, sometimes very good, in Years 3 to 6, although it is better in Years 5 and 6.
83. In reading and writing, the 2001 test results in Year 2 were well above the national average. However, these results indicated that a lower percentage of pupils than usual reached expected levels in comparison with other schools nationally. This factor reflects both the number of pupils with special educational needs and those with English as an additional language. However, it was offset by an above-average proportion that reached Level 3. By the end of Year 6, in 2001, the percentage of pupils reaching and exceeding the expected Level 4 was above the national average and the percentage reaching the higher than expected Level 5 was well above average. In 2001, no pupil achieved lower than Level 3 at the end of Year 6, reflecting the good provision for pupils with special educational needs. Differences in performance between girls and boys are not statistically significant, owing to large imbalances in gender in the past few years.
84. In Years 1 and 2, very skilled teaching ensures that speaking and listening are developed well, and pupils attain high standards. Very good teaching ensures that pupils are very attentive, concentrating throughout the literacy hour without losing interest. In Year 2, where an excellent lesson was observed, pupils are very positively encouraged to be good listeners. The use of Rosie, a puppet who "speaks" to the teacher, encourages anticipation and deduction very well. The teacher's knowledge of pupils' needs is thorough and pupils are extremely well challenged with very good questioning. Higher attaining pupils give very careful answers, considering what they are asked with considerable care. In Years 1 and 2, teachers' planning, which sometimes enables pupils of different attainment to work together, supports the development of vocabulary and the use of expression very well. In Year 1, for example, pupils working with puppets used sophisticated words for their age, such as "meanwhile" and "afterwards," when they narrated the introduction to a scene from *Little Red Riding Hood*. This high standard was clearly attributable to very good teaching, in which the use of expressive and accurate language had been encouraged. Year 2 pupils use their command of speech well in explanations. They explained clearly how commas could be used to separate lists, and higher attaining pupils explained how to spot where a comma should go and when a full stop was needed. Teachers in both these classes give warm encouragement, and plenty of praise for accurate and acceptable answers. Pupils feel their answers are valued and for this reason they want to contribute all the time. High levels of intellectual effort result in and lead to high attainment.
85. The confidence shown by Year 2 pupils is developed positively in Years 3 to 6. However, sometimes in Year 3, a small but significant minority of pupils forget the class rules about taking turns, and have a tendency not to listen to others. When this occurs, it is not always corrected rigorously enough. Pupils invariably enjoy good opportunities to discuss stories as they move up the school. Vocabulary is developed well and pupils express their views during literacy hours. As a result, they become confident, articulate speakers. For example, in Year 4, after listening well, pupils provided the modern equivalents of language in the poem *The Listeners*. Higher attaining pupils in Year 6 are particularly articulate. Their arguments as to whether cars should be banned near schools were very persuasive, and included vocabulary that was designed to have a strong impact, such as "it is unbelievable that cars aren't banned at the moment ...". Pupils were stimulated by very good teaching. Towards the end of Year 6, many pupils explain their arguments clearly and conduct debates in a democratic and mature way. Relationships between pupils, teachers and support staff are very good, encouraging all pupils, including those with special educational needs, to become good listeners and to respond confidently, expressing views on a wide range of issues clearly.

86. Standards in reading among the current Year 2 pupils are well above average and pupils make good progress in Year 1, mastering the basic skills of reading. Reading has a high profile in the school and the Kodesh curriculum enhances its status. Regular practice and a precise focus in teachers' planning help pupils to develop skills of word-building from sounds, ensuring that they maintain interest, enjoyment and motivation to become fluent readers. In Year 2, excellent teaching continues the process. Pupils understand terms such as "high frequency words" and "phonemes", and concentrate very well on tasks, so lessons proceed at a brisk pace and without interruption. When talking about books, teachers emphasise what pupils can learn about the story from the cover, and nearly all pupils identify authors, illustrators and know where to look for the list of chapters or contents. Resources to teach reading are good and a wide range and good quantity of graded fiction books supports its development well. However, pupils are less confident about reference books. Higher attaining pupils know that non-fiction books "might be about history" and have used reference books to find out about Florence Nightingale or Queen Victoria. These pupils do not show the confidence in using non-fiction texts that is usually found in such accomplished readers. An important reason may be that the school's library is small and does not lend itself easily to research sessions for whole classes. In this sense, the use of literacy across the curriculum is a little restricted. However, in other senses, it is good. For example, pupils write in different, appropriate styles and formats to record their work in other subjects. In science, for example, they employ short sections on prediction, what they did and findings, and, in history, they produce sometimes lengthy factual scripts.
87. Although overall attainment in reading in Year 6 is well above average, it is very widely ranging. A few gifted readers and other higher attaining pupils read especially fluently, and are able to make inferences from advanced and even classical fiction. Average and lower attaining pupils read at good, but not necessarily exceptional levels. Nonetheless, they are confident when discussing books, whereas other pupils, those with special educational needs, for example, achieve close to or a little below expected levels for their age, although they make good progress in the context of their learning difficulties. All pupils' enthusiasm to talk about favourite authors and the types of fiction books they enjoy is high. By Year 6, nearly all pupils understand the differences between fact and opinion, and read from a variety of non-fiction sources such as text books, newspapers and the Internet. However, the quality and range of non-fiction books available in school is not wide enough to challenge and inspire the more confident young readers. The material used in literacy hours is appropriate to the tasks set, but the range of texts to support learning in other subjects across the curriculum is somewhat limited. Throughout Years 3 to 6, pupils usually concentrate well in literacy hours. They join in and read with enthusiasm. For example, in Year 3, appropriate teaching ensured that pupils accurately read and interpreted instructions when they designed a house, and Year 5 pupils appreciated the genre of mythology, when reading an extract from the ancient Greek story of Odysseus. Very good teaching in Year 5, characterised by skilful questioning, ensured that pupils appreciated the impact of good story openings and the use of powerful vocabulary to set the scene or describe a character. Teaching cleverly uses the skills developed in pupils' reading to encourage them to think carefully when writing. Teachers hear pupils read regularly.
88. In Years 1 and 2, standards of attainment in writing are good and pupils' work shows that they make good progress. Average pupils in Year 2 form letters carefully and accurately and use a neat cursive style. Sometimes, however, they forget these good habits when they write at length. They use capital letters and full stops appropriately and simple words are spelt accurately. They use capitalised words for impact. Higher attaining pupils are beginning to use punctuation like question marks and quotation marks accurately and effectively. Spelling is good. High frequency words are invariably spelt correctly by average and higher attaining pupils and more difficult spellings are written as they sound. Nearly all pupils, including those with special educational needs, can write at least a few sentences in sequence to tell a simple story. Several average and higher attaining pupils sustain lengthier pieces of writing, thoughtfully using vocabulary for interest and impact.
89. Pupils in Years 3 to 6 experience a full range of writing activities provided in the context of the National Literacy Strategy. Standards in writing by the age of 11 are good and from Year 3 on, they write for a range of purposes, often at levels above those that are normally expected. During literacy hours, pupils are expected to use a wide range of writing techniques such as making lists, writing poetry, making notes, and writing instructions. Tasks are accurately aligned to pupils' needs. The majority of pupils in Year 6 write in a fluent, readable style and many enhance their writing, stating their own opinions and putting in appropriate asides. Several pupils sequence arguments well, and make the sense clear.

Higher attaining pupils write with a sense of adventure and their story planning is suitably detailed. Writing is well punctuated and pupils know how to use it to inject suspense. Lower attaining pupils in Year 6 write simple critical appraisals of what they have read and good progress is evident in this work. Teaching ensures very good stimulation for writing, and pupils make good progress. Lower attaining pupils and those with special educational needs are well supported and their writing uses appropriate connectives. The development of handwriting, however, is inconsistent, and although by Year 6, most pupils produce neat work, their writing is not always in a recognisably cursive style. The school's management has already identified weaknesses in this respect, and its improvement is included as a target in the development plan.

90. Teaching is good across the school. Teachers have a thorough knowledge of the National Literacy Project and follow its suggested strategies closely. They are confident about what they are teaching and employ very good whole class sessions at the beginnings and ends of lessons. Teachers clearly enjoy imparting a love of words in these sessions. Pupils are usually very attentive during lessons and, as a result of thoughtful questions and suitable tasks, pupils' ideas and vocabulary are extended well. Time is usually well used. Pupils move from one activity to another swiftly and purposefully so that there is little loss of concentration. However, in two lessons, although they were satisfactory, the teaching was not as strong as in the other lessons. Insufficient attention to detail in identifying what pupils should be learning, and less rigour in applying strategies of classroom management, were the main contributory factors. A very good working partnership exists between teachers and staff who support pupils with special educational needs. Good relationships have been established with pupils and support assistants are well prepared, so they make an effective contribution to pupils' learning. Pupils are warmly encouraged to discuss their work and to ask for help, which serves their needs well. Pupils with English as an additional language are often very well supported. It is not unusual for teachers and support staff to speak to these pupils in Hebrew, clarifying points so that they understand instructions and make progress. This undoubtedly has a positive impact on their attitudes to their work and their involvement in their tasks. It supports learning well.
91. Co-ordination is carried out enthusiastically and works steadily to improve teaching and provision. Both are knowledgeable about the requirements of the National Literacy Strategy and understand how the different elements of provision found within the literacy hour can improve learning. Having analysed the results of national tests, and the areas of learning that need development, a programme for improvement has been set in place and the co-ordinators have begun to monitor its effects on standards.

MATHEMATICS

92. At the time of the last inspection, standards in mathematics were above average for pupils in Year 2 and well above average in Year 6. The results of the 2001 National Curriculum tests are similar. That is, tests of pupils in Year 2 indicate that attainment in the subject was above average, when compared with all schools in the country. These results were in line with the average of similar schools. In Year 6, results in 2001 were well above the national average. They indicate that the percentage of pupils who reached the expected Level 4 was above average, whereas the percentage who attained the higher-than-expected Level 5 was well above. One pupil achieved a result even above this (Level 6), which is normally expected four years later. These results reflect the wide range of attainments that is found throughout the school, from entry onwards. They suggest that pupils' overall achievement is at least sound. Statistically, girls achieved better than boys but, as girls outnumbered boys considerably, it would not be sensible to draw conclusions from this finding. Large gender imbalances exist in the present Years 5 and 6, but are the reverse of that of last year, making any judgement about relative attainments of girls and boys based on these results even less likely to be helpful or relevant.
93. Trends since the last inspection are slightly downwards. However, one of the school's strengths has been the support that it gives to pupils with special educational needs. For this reason, several pupils with special needs have been admitted in the past from beyond the school's immediate locality, which is likely to affect National Curriculum results overall. Furthermore, the school is small, which statistically inflates the effects of each individual's results on percentages and average point scores (a statistical system that is used to compare schools' performances nationally and with similar schools). When inspectors observed lessons in the present Year 6, for example, it was clear that although an unusually high proportion was working at a high level, other pupils, with special educational needs,

were working at levels lower than normally expected. Nevertheless, these pupils were learning at an appropriate level for their prior attainments and were making good progress. However, it will understandably reduce the average points score that the school is likely to achieve in 2002. Despite this, overall 2002 targets (agreed with the LEA) are that 95 per cent should reach the expected level for their age, which in practice means that only one pupil can attain below the expected level. Under these circumstances, the school will do very well to achieve this target. Nevertheless, the school is again set to do well in the percentage expected to attain Level 5 or above.

94. At the age of seven the overall standard of pupils' work is above average especially in number work. Pupils work confidently with numbers and they count, add and subtract up to 100 accurately. They are confident in counting forward and back in tens up to 100 and for some to 1000. They understand place value with two- and three-digit numbers, ordering, estimating and rounding. They know the names of many two- and three-dimensional shapes. In multiplication, they use mental recall of the two, three, five and ten tables and use an appropriate range of standard and non-standard units when measuring. They have started to understand simple fractions and graphs and frequently apply their knowledge to practical situations with money in solving shopping problems or ordering from a menu when going to a restaurant.
95. In Year 6, numeracy skills are well developed. Pupils have a good sense of the relative sizes of numbers; they understand the importance of accuracy when measuring and they access information from charts, diagrams and graphs, analysing what they see. They are confident with large numbers and many of them are attaining well, using up to two decimal places accurately. Pupils with special educational needs require more time with calculations, but are still often accurate and achieve well. Nearly all pupils understand and use degrees to measure angles, constructing triangles and mathematical shapes as required. Again those with special needs and a few other lower attainers are slower, but generally are still successful with this work. Pupils understand the language of probability in a range of everyday situations. They build on and extend the number work taught when they were younger, using all four operations to solve problems that are set in words. Pupils recognise and describe number patterns and relationships, including multiple, factor and square, and can plot co-ordinates. When asked, they use a calculator to solve problems. Nearly all pupils understand how to reduce a fraction to its simplest form and use brackets appropriately. They record data, understand modes, ranges, averages and medians and use digital time and negative numbers.
96. The overall rate of progress over time is good for all pupils, including those with special educational needs and those for whom English is an additional language. Progress in lessons is often very good. This very good progress is based on careful planning of lessons. It contains a progressive development of knowledge and skills in which each new idea builds carefully in a logical sequence of small steps. It is closely related to the quality of teaching. Teachers choose tasks carefully and relate them well to pupils' prior attainment, using their daily questioning, marking and assessments to get this aspect right. Each pupil has an individual target. Even the youngest pupils were able to explain their target and its importance to their learning successfully. At the beginning of each lesson, teachers state what they expect pupils to know or be able to do at the end. Different tasks are then set, according to the needs of each pupil and incorporating their targets. These good methods result in each child, including those with special educational needs and those for whom English is an additional language, making good progress.
97. Pupils' attitudes to the subject are good, often very good, throughout the school, although in one lesson they did not reach this high standard, owing to immature responses on the part of a few. Pupils listen well to their teachers and work hard at tasks that are set. They collaborate well in groups. Even the youngest pupils are taught to apply their knowledge and skills to practical tasks, enabling them to transfer their understanding of number work to everyday life. Through teachers' good planning of group work, pupils are provided with opportunities to develop very good social skills. They co-operate with partners and others around them, for example, in working out problems or on practical collaborative tasks. Behaviour in lessons is often good, sometimes very good, although when teaching is not quite as strong, pupils' attentiveness drifts and teachers have to work harder to maintain it.
98. Overall, the quality of teaching is very good. Teachers' knowledge and understanding of the National Curriculum are very good. They plan effectively in considerable detail. Teachers now start each lesson with a mental mathematics activity, which is improving overall standards still further. Mathematical language is used well, which is helping pupils to acquire it and to use it successfully. Teachers have a

good understanding of how children learn and make very effective use of resources. Pupils are highly motivated by the many imaginative activities that are set. The teachers in Years 1 and 2 plan together, building and consolidating the work taught in Year 1. They use similar, novel methods to present their tasks, leading to very effective and efficient learning. Pupils in Year 1 were eager and interested to learn to add and subtract in a lesson that linked these skills to the story of *Little Red Riding Hood*. They learned the relationship between these two mathematical operations as they found out how many items Mr Wolf took from, or added to, his basket. In Year 2, pupils built on this imaginative teaching, using the characters that they met in *Oriki* (a big book used in their literacy hour) to learn how many monsters got on and off the bus. Further up the school, older pupils clearly enjoy the challenging work they are given, for example, when they work on currency conversions and the cost of different menus in restaurants. Tasks are frequently modified for the different levels of understanding of different pupils, enabling them to achieve their potential. High expectations in most lessons, good pace, together with new effective resources, are helping to raise standards in this subject still further.

99. In most classes assessment is an integral part of teachers' planning. Information is used to help plan subsequent lessons. This feature is an improvement since the last inspection, as is the provision made for higher attaining pupils. Activities for these pupils take into account what they already know and work is set for them at their own level. Assessments predict that several pupils will reach Level 5 by the time they leave the school, and one might achieve Level 6. Pupils' work is regularly marked and comments are added to help them target their learning. All teachers now use an assessment folder, which contains clear learning guidelines.
100. Numeracy is used well in other subjects. In science, for example, pupils are using measurement in experimental and observational work and record results in tables and graphs. In information and communication technology, pupils use databases and employ programs that produce and help to interpret graphs and charts. Some classrooms have displays of mathematical work.
101. A mathematics club extends work after school, alternating weekly between work at Levels 4 and 5 and work at Levels 5 and 6. A lunchtime club operates for pupils who want to consolidate what is taught in Year 5.
102. Co-ordination of this subject is very good. The co-ordinator who is new to the school this year, attended a numeracy planning course and a course about extending the more able. Monitoring by the local authority has been used to ensure that the school's numeracy hour is effective and advice and support have contributed to improvements. The co-ordinator has visited other schools to observe good practice and she now checks teachers' planning and evaluates its quality, together with the deputy headteacher. Monitoring and observing lessons and offering feedback to teachers has begun. Samples of work are collected to monitor standards. Weaknesses within this subject have been identified and targets set to ensure further improvements.

SCIENCE

103. At the time of the last inspection, standards in science were reported as well above average in National Curriculum tests, and very high in assessments carried out at the end of Year 2. However, attainment in observational and experimental science through the school was below average. Furthermore, the proportion of pupils who achieved at higher-than-expected levels was only average compared with other schools. In the 2001 National Curriculum tests for pupils in Year 6, standards were broadly in line with the national average, which is lower than reported previously. However, the percentage that attained at a level higher than that expected for their age was above average. The main reason for this apparent anomaly is that better teaching is helping those pupils who are capable of the higher level to reach it. However, prior attainment in the class as a whole was not as high, and it also contained more pupils with identified learning difficulties. As a result, more pupils than in the earlier group did not attain the expected level. Pupils in Year 6 nationally are also doing much better than they were in 1999, so averages used to make comparisons with other schools are themselves correspondingly higher now than they were then. In Statutory Teachers' Assessments of pupils in Year 2, the pattern is broadly similar. The percentage of pupils that attained at Level 3 (a level higher than that expected for their age) rose to well above average, from average in 1999. However, the percentage that attained at expected levels was above average, rather than very high, as in 1999.

104. Standards of work seen in Years 2 and 6 were generally above average during the inspection, with several pupils achieving well, at higher than the expected level for their age group. The methods that are used to teach science have improved since the last inspection, with observational work and uses of practical testing emphasised in all classes. In Year 2, in a very good lesson, Victor the Friendly Dragon, a class puppet, did not know the most appropriate material to wrap up his present for Oriki. Pupils were challenged to test the properties of a range of materials, such as crepe, foil and other types of paper and then to help Victor, advising him of their results. The teacher's excellent knowledge of the subject and good planning ensured that very good scientific methods were used. Pupils began with a prediction, gathered evidence from practical tests, recorded the results and used them to arrive at logical conclusions. Nearly all of them understood the process and worked very effectively by squashing, bending, twisting and tearing the materials, testing them carefully to establish what would work the best. Many pupils achieved at a level above that normally expected, expressing scientific ideas clearly with reasoned predictions and conclusions. In Year 6, another very good lesson used a good experimental method to teach ideas about dissolving materials. Considerable refinement of pupils' prior learning about fair testing took place in this lesson. For example, discussion focused on whether the speed and vigour of stirring, the time that granules were left in water and the temperature of the water itself might affect their results. Nearly all pupils demonstrated good understanding of these ideas, reaching expected levels. A few went beyond this level, understanding that their experiment would have been better if these particular variables could be controlled with certainty. Pupils with special educational needs were supported well in both these classes and in others throughout the school. Teachers and classroom support assistants are very aware of pupils' needs. They explain what must be done to achieve success so pupils know what to do to make progress.
105. Pupils at the school clearly enjoy science. Very good teaching of a lesson in Year 4 allowed pupils to design an experiment to test how to slow down the cooling of a liquid. They became very animated in a discussion about how best to wrap a beaker to ensure fairness. Nearly all pupils had ideas about what to do and wished to contribute to the lesson. The points that they made were usually pertinent and logical. For example, the teacher encouraged a higher attaining pupil to explain her reasons why only one layer of a single type should be used at a time. The explanation that a scientist could only tell which insulation worked best by doing it this way, and the reasons that were given, were both clear and correct. Similar discussions in many of the lessons that were observed demonstrate that links with aspects of speaking and listening are strong. Good uses of literacy were also found in pupils' records of their experiments and tests. Samples of work taken from all classes through the school show that skills are developed well. Records of what is taught and assessments of progress are clearly better than at the time of the last inspection and demonstrate that learning takes account of what pupils already know and builds on this information.
106. Overall, the quality of teaching is good. Lessons in the inspection included a high proportion that was very good. No teaching was less than satisfactory. Very good teaching was pacy, very well planned and organised and demonstrated high expectations of pupils' work and behaviour. For example, in Year 2, the teacher had prepared charts for pupils to categorise materials, sticking them into relevant places. Pupils understood that, for wrapping purposes, the best materials would be likely to appear in more than one position, as this outcome would suggest a greater flexibility. What separated the satisfactory teaching from what was good or very good was the confidence with which teachers managed pupils in their classes. In what was good or better, in Year 2, for example, consistent strategies of control ensured that pupils understood what level of noise was acceptable and what was not. These teachers used praise and sensitive admonishment consistently, quickly and confidently, so any misbehaviour or over-exuberance was nipped in the bud. In the otherwise satisfactory lessons, this skill was not as evident. Pupils' talkativeness was not stopped quickly enough and they sometimes became too noisy. As a result, the pace of the lesson slowed down when the teacher called the class to order and teaching time was thereby lost.
107. Co-ordination is very good. It is having a strong impact on the quality of teaching and learning. For example, resources have been collected into packs that match themes and topics in the school's planning of what should be taught. As a result, teachers are enabled to use scientific methods of experiment and testing as their main teaching approach, confident that what they will need is available. In this way, a key weakness in the last inspection has been addressed and improved. The co-ordinator is knowledgeable, approachable and very willing to work alongside colleagues, offering advice and support.

ART AND DESIGN

108. At the time of the last inspection, several aspects of art and design were identified as unsatisfactory. For example, art was only taught when opportunities arose that connected the subject with class topics. Furthermore, the subject made little contribution to pupils' spiritual and cultural developments. The work of older pupils displayed too little variation or individual interpretation and no scheme of work was evident. These weaknesses have been addressed and are considerably less apparent in pupils' work now. Standards in art match what is expected of pupils in Year 2, and also by the time they leave the school in Year 6. What is on display in classrooms and around the building shows that art is being taught more often in its own right than previously. For example, in Year 6, pupils' skills in portraying movement were of good quality. Paintings on display demonstrated how pupils had, in their own work, used ideas seen in pictures by Picasso and Van Gogh. In Year 2, a visiting artist inspired pupils' work in the style of Rousseau. Paintings of *Tiger* are particularly expressive. Pupils' uses of strong colour demonstrate good observation and appraisal of the original upon which their work has been based. Good skills in application of paint to achieve the effect of a jungle are also evident.
109. Opportunities to link work in Jewish Studies with the requirements of the National Curriculum are still sometimes missed, as in the last inspection. For example, the display to celebrate *Tu B'Shvat* (The New Year for Trees) contained no evidence that pupils had carefully observed and studied the skills of a famous Jewish artist first, and then reproduced their own paintings with these skills in mind. That said, the recently appointed head of Jewish Studies is very aware of the possibilities that art and design hold for recording what pupils learn in the Kodesh. He is already planning collaboratively with the school's art co-ordinator, whose appointment is also relatively recent.
110. Strong co-ordination of art has identified many weaknesses and the co-ordinator, supported by the headteacher, has worked very hard to begin improvements. For example, resources were very limited and stood in the way of developing skills adequately. Resources are now put together systematically to match skills and knowledge that are to be taught through the school. What is taught is based on the nationally recommended scheme of the *Qualifications and Curriculum Authority*. It builds pupils' skills in a proper progression as they move up the classes. Better organisation has contributed to better standards. Pupils enjoy what they do. For example, many were keen to point out what was on display in their classrooms and to explain the techniques that had been used to carry out their work. A range of different skills was being taught and employed. In Year 3, for example, accurate three-dimensional shapes had been cut out and then glued together to create robots in a modernist style, providing an interesting link with mathematics. Further evidence of cross-curricular links was displayed in Year 5. Each object in the solar system was displayed in characteristic colours, shades and textures, demonstrating skills in collage and montage. Pupils with special educational needs are clearly supported well and their work is often indistinguishable from that of other pupils. The co-ordinator is confident and has many ideas about how teaching can be improved further, although she has little opportunity to observe lessons across the school.
111. No art lessons were observed, as the school's timetable alternates the subject with design and technology, which was taught during the inspection. However, evidence from planning, work on display and information that was provided by the co-ordinator suggest that it is at least satisfactory. Planning is good and owing to good co-ordination now matches requirements in the National Curriculum. Sketches in pupils' books show that teachers' knowledge of the subject is satisfactory. For example, they encourage pupils to look carefully at what they sketch, so that outline drawings are often easily recognisable. Relative proportions of objects are also clearly pointed out, as shown by pupils' drawings of faces in Years 3 and 5.

DESIGN AND TECHNOLOGY

112. The organisation of the curriculum alternates design and technology with art and design. During the inspection, it was only possible to see two lessons. By the time pupils reach the end of Year 6, pupils' attainment is similar to what is expected nationally for their age, as it is in Year 2. This standard is an improvement on what was reported in the previous inspection.
113. The school has adopted the recommended scheme of the *Qualifications and Curriculum Authority* to guide teachers in their planning. However, some flexibility is built into the policy, which allows teachers to introduce work on models and products that fit with themes in other subjects and also in

Kodesh lessons. At the moment, links with the Kodesh do not take sufficient account of the design and evaluation strands in the National Curriculum, although opportunities to make models and products of relevance to pupils' own culture are good.

114. In two lessons that were observed, pupils were prepared well for the activity and resources were appropriate. Pupils in Year 2 explained clearly that they were making a template for a glove puppet. Skilful teaching created a good climate for learning. Pupils were thoroughly absorbed in what they were doing and worked carefully. They used tools and materials carefully, sharing well and helping each other. The teacher and other adults gave sensitive support while encouraging pupils to be independent and to think out their own solutions to problems. In Year 6, pupils designed, planned and made their own working vehicles. During an interview with an inspector, pupils demonstrated their vehicles and explained how they had made them. They evaluated the effectiveness of these products well, and discussed how they could improve on their designs and methods of construction. In a very good lesson, pupils embarked upon recording and evaluating what they had done. The teacher gave very clear instructions, so pupils understood the point of the lesson with considerable clarity. It was very well planned, with pupils using a well-organised framework. This provision established links with English in the National Curriculum, offering good instruction in writing plans and evaluations. Pupils' good levels of understanding demonstrated that they had learnt very well during the series of lessons in which they produced their models. They were very proud of the results. Throughout the school, pupils with special educational needs are included in all activities. Teachers and support assistants understand their needs well and adapt what needs to be done successfully.
115. The overall quality of teaching is good. Planning is good, and the results of pupils' work show that resources are used well. In the two lessons that were observed, organisation of time and the management of pupils were strong elements. As a result, pupils made a good effort and their rates of learning and productivity were good. In the very good lesson that occurred in Year 6, these attributes were particularly evident and very high expectations and explanations led to very good attitudes amongst pupils. As a result, they worked very effectively, completing their tasks enthusiastically.
116. Co-ordination is very good. The co-ordinator is keen to develop the subject further. She has worked hard to ensure that the requirements of the National Curriculum are now met and to introduce an effective scheme of work. Evidence shows that this has largely been successful and has had a positive impact on teaching and learning in the subject, although opportunities to monitor teaching directly are limited. Assessments of products take place at the end of each topic, although procedures to use the information that it provides in an ongoing process have yet to be developed. Plans to hold a design and technology day with parental involvement exist and a parent is helping to find suitable places for visits that will link with what is taught.

GEOGRAPHY

117. When the school was last inspected, standards in geography were satisfactory at the end of Year 2 but below expectations at the end of Year 6. Little joint planning took place between teachers of the Kodesh and National Curriculum. Improvements have occurred. For example, the provision of more time for geography and the formulation of a clear plan for teaching and learning have had a positive impact on attainment. By the time pupils leave the school in Year 6, standards are now in line with those normally expected, as they are in Year 2. What is taught includes elements of the Kodesh, so teaching is shared better, and is more firmly based on national guidelines.
118. Good teaching in Years 1 and 2, characterised by secure subject knowledge and attention to detail in planning, ensures that skills, knowledge and understanding are developed appropriately. In Year 1, pupils use their knowledge of *Little Red Riding Hood* to make a simple map, using directional words such as, "down", "across", "through" and "around". Good teaching ensures that reading a simple map is appropriately linked to reality, citing the teachers' need to read street maps and a road atlas. It introduces pupils to appropriate geographical vocabulary. Young pupils in Year 2 are aware of significant differences between life in towns and life in the country. Their work shows busy roads, buses and lots of streets with houses in town, whereas more trees, farmland and hills are shown in the countryside. Pupils are aware that cars and houses are found in the countryside as well as in town, although the roads may not be as busy. Higher attaining pupils produce more detailed work, noting traffic lights in town, and more wildlife and animals in the countryside. They extend their work to include a study of the seaside, where they know they will find boats, fish, sand and sea. These higher

attaining pupils have also studied simple street maps and can identify where particular buildings are located in Edinburgh using simple co-ordinates.

119. Geography alternates with history in the school's strategic planning of the National Curriculum and pupils in Years 3, 5 and 6 have only recently started their geographical studies for this year. Consequently, at the time of inspection, little written work was available for scrutiny. However, analysis of work underway led to the judgement that pupils reach the expected levels for their ages. A formal discussion with a group in Year 6 confirmed this view. In a lesson in Year 4, pupils recognised the problems of pollution in the environment and suggested appropriate alternatives. Year 6 pupils are aware of features in physical geography. For example, they explained differences between "fold", "block" and "dome" mountains, and they linked this knowledge with the structure of volcanoes, demonstrating very clear understanding. They enjoy geography, and good teaching is providing challenges for pupils at different levels of prior attainment, developing both factual knowledge and skills. Year 6 pupils used topical information about a recent volcanic eruption to demonstrate that they understood how physical geography has implications for human geography. They knew both problems and advantages of living in the vicinity of a volcanic mountain range. Pupils' work demands that they use reference skills, select information and record succinctly.
120. The overall quality of teaching is now satisfactory and supports the development of basic skills well. However, the recent introduction of a more detailed scheme of work has shown up gaps in learning and deficiencies of planning in the past. These gaps are affecting pupils' rates of progress over time, as time is being lost in giving background knowledge that should already have been taught. Nevertheless, this situation is a clear improvement on the past, as good teaching is rectifying it now. For example, a good lesson in Year 6 included an emphasis on specific vocabulary, so pupils could understand it and use it in their written work. Good links were established with history, when they were reminded about Vesuvius and the destruction of Pompeii.
121. The subject co-ordinator recognises the need for further development in order to achieve higher standards, especially in the establishment of more rigorous systems of assessment. The information from such systems is to be used to pick up weaknesses in learning quickly, rectifying them earlier rather than later. The study of a contrasting place in the United Kingdom has correctly been targeted as another aspect for development. Already, the co-ordinator has made contact with a school in a different part of the country, as a first step towards achieving the aim. With better methods and planning of this type, improvements in geographical provision are underway. An audit of resources has been carried out and has led to an enhancement of what is available. Resources such as the Internet, atlases and posters support learning, although the stock of books is limited in number and range, and of only moderate quality.

HISTORY

122. At the time of the last inspection, no judgement about standards of work in Year 2 was made. However, planning was generally good. The work of pupils in Year 6 broadly met national expectations for their age. Currently, the work of pupils in Year 2 is often above what is expected nationally. For example, in a very good lesson, pupils studied pictures of the main events in the life of Florence Nightingale. They were given sufficient responsibility for their own learning to make several accurate comments of their own about the lives of women during the reign of Queen Victoria. In this way, they showed considerable maturity in their uses of historical evidence to make deductions. They were also able to sequence events accurately using clues such as the apparent age of Florence, and what she was doing. Pupils knew many biographical facts about her. In Year 6 too, many pupils exceed standards that are normally expected. For example, written work in their books demonstrated considerable depth of thought, empathy with the past and relevance when it linked with elements of specific Jewish experiences, especially in World War II. This work also contained examples of skills such as analysing and synthesising evidence. History now has a regular place on lesson timetables, which is an improvement since the last inspection, and the alternation with geography means that useful amounts of time are available at one stretch. Good improvements have therefore taken place.
123. In classes through the school, pupils make good progress, building well on what has already been learnt. Pupils have a good attitude towards the subject. Younger pupils stated their enjoyment, explaining that they "...really like (their) lessons". Elements of teaching contribute much to this. For example, in several classes teachers' methods of marking established a good expectation, praising

pupils for good work and then asking a further question. In Year 3, work on the Romans contained good cultural teaching, with an emphasis on how Latin was spread to many European countries through the influence of Ancient Rome. Samples of work contained little evidence of adaptations of what was set to meet the requirements of pupils with special educational needs. However, adult support and supervision are usually sufficient to ensure pupils understand how to carry out tasks. In Year 4, studies of Anglo-Saxon settlement and Viking raids demonstrate how skills acquired during work on Roman Britain are developed to deepen and broaden understanding of these later invaders and settlers.

124. It is not possible to make a complete judgement about teaching, as only one lesson was observed. However, planning remains good since the last inspection, and what is taught is clearly based on the National Curriculum. The subject is well managed by a co-ordinator who has a genuine enjoyment of its content. Monitoring since the last inspection identified a lack of artefacts and resources. As a result, the development of skills in the uses of first-hand evidence was much slower than it might have been. Resources are now better, and the impact of assessment on future planning and the building of a portfolio to exemplify standards in the school have been identified as targets for further improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. At the time of the last inspection overall standards in information and communication technology were below those expected for the relevant pupils' ages. Progress in developing the curriculum and raising standards was unsatisfactory. The new computer suite had just been completed and staff training had started. With its completion, pupils were just about to begin using the suite. Attainment across the school is now meeting national expectations. In Year 2, pupils are confident in using a mouse and keyboard to make programs work. They know when to use the space bar and arrow keys in word and picture programs. Pupils know how to drag images from one place to another. They learn to search for information held on a CD-ROM and understand that this is a means of storing large amounts of information. They learn to label, classify and follow straight lines of enquiry. They are taught key vocabulary such as "select", "drag", "menu" and "index". By Year 6, pupils create spreadsheets, use the Internet to find a range of information, and use a multi-media authoring program to organise, refine and present a set of linked pages, incorporating images, sounds and text. Specific vocabulary, such as "branching databases", "search engines", "hyperlink" and "hypertext" are taught and used well.
126. Reasonable progress has been made since the last inspection. Pupils are now learning satisfactorily as they move up through the school. The nationally recommended scheme of work published by the *Qualifications and Curriculum Authority* has been introduced and all teachers are following it. Younger children are confidently "logging on" using "tools" and creating pictures to illustrate *Little Red Riding Hood*, linking with work in literacy and numeracy hours. They add sentences of text, using and developing skills in word processing as they do so. Higher attaining pupils use punctuation keys and produce more text, according to their ability. As children move up the school they progress to learning about storing and retrieving information in a database. Higher attainers and older pupils further up the school demonstrate knowledge and skills associated with branching databases. Pupils in Years 5 and 6 are skilled users of the Internet, seeking relevant information successfully. Although these older pupils are adept at changing fonts, size and colour in text, their keyboard skills in terms of typing speeds are often quite slow, which is reducing productivity. The co-ordinator is, however, aware of this deficiency and a program has been installed to remedy it. However, little evidence of its use was seen in the inspection.
127. The overall quality of teaching is very good in Years 1 and 2, and satisfactory in classes for older pupils. Staff training was provided when the computer suite was introduced. However, because of changes in staff, a number of teachers employed in the school now did not receive that training. That said, the staff are currently embarked on training, paid for by *The New Opportunities Fund* (National Lottery funding provided specifically to improve this subject nationally). The aim of this training is to develop teachers' own knowledge, skills and confidence. Advisory support has also been sought from the local authority and, in Years 5 and 6, work began to improve knowledge of the use of computers to control other devices. This support will continue in the summer term. The use of the nationally-recommended scheme of work of the *Qualifications and Curriculum Authority* has improved what is taught since the last inspection. All classes now have a weekly lesson in the computer suite. This mix of training, use of a scheme, advisory support and improved provision has contributed to improved teaching and learning. Teachers' planning is satisfactory and a number of teachers use

computers for their own planning and records, which ensure that what is taught meets pupils' needs better. Computers are used more frequently in some classrooms than at the time of the last inspection. For example, in literacy and numeracy, pupils worked on appropriate programs. However, this improvement is not consistent in all classrooms or in all subjects across the curriculum, and computers were sometimes underused. Owing to very good teaching in a lesson in Year 1, pupils followed instructions accurately and worked at a good pace. They clearly enjoyed the tasks that were set. Several were able to type accurate sentences independently, using advanced word processing skills for their age.

128. The school has changed its co-ordinator since the last inspection. The present co-ordinator has spent much time giving technical support. The school's development plan shows that it intends to renew its stock of computers as funds permit and some machines have already been replaced. She is also aware that procedures for monitoring performance in the subject are not strong enough and that systems for assessing pupils' progress are not robust enough to be used successfully in either the planning of lessons or to set targets.

MODERN FOREIGN LANGUAGES

Hebrew

129. The standard reached by pupils across the school when compared to the guidelines for modern foreign languages in the National Curriculum is very high. For example, even in Year 2, pupils show good understanding of words, phrases and simple sentences, following instructions and actions that are given in Hebrew. Many pupils reply to questions with short statements and can ask and answer simple questions of their own. Pupils read Hebrew, responding to familiar and unfamiliar text, and they demonstrate understanding of what they have read. Furthermore, pupils show interest in written material and use script to record appropriate phrases and sentences to convey simple information. By Year 6, nearly all pupils understand conversational Hebrew even when it is spoken at a good pace. They are able to respond, with confidence in a wide range of situations. They read texts that they have not previously seen accurately, fluently and with understanding.
130. Pupils' achievement is outstanding and successfully meets the high expectations for the subject as stated in the school's aims. At the time of the last inspection achievement, too, was outstanding. The co-ordinator has a clear rationale and has set precise targets to meet objectives. His starting points were the guidelines for modern foreign languages and the targets for English in the National Curriculum. These were adapted into a step-by-step scheme of work for the teaching of Hebrew. This document is outstanding, including a clear step by step emphasis on speaking and listening, reading and writing with levels for each year group. Another very strong feature is the innovative match of resources in Years 1 and 2 with those used in the teaching of English. For example, "big books" used in literacy hours, such as *The Tiger who came to Tea* and *Oriki* have been translated into Hebrew and used during its teaching.
131. Monitoring and assessment in the subject are very precise and include a system to track each pupil's progress through the school. Targets are set, based on previous learning, starting with children in reception. These targets are changed on an individual basis as pupils meet with success. Computer records of pupils' targets are kept and an overview of how pupils are getting on can be seen at a glance.
132. Overall, the quality of teaching is very good, supported as it is by such excellent co-ordination. Several excellent lessons were observed during the inspection and no teaching was less than satisfactory. All teaching was planned well. At the start of each lesson, what is to be taught is written on the board and drawn to pupils' attention. This good practice helps them to understand the main points of lessons and therefore what they must remember in order to make the most progress. Nearly all lessons proceeded at a good pace, keeping pupils busy and interested throughout and thereby using available time well. In all lessons, different tasks were set to match the progress that pupils had made previously and to move them on from that point. The use of these different tasks represents improvement since the last inspection, enabling pupils who already speak Hebrew to make good progress as they move through the school. In the excellent lessons, teachers of Hebrew planned particularly effectively alongside class teachers, closely matching their teaching with activities and methods used across the curriculum. For example, in Year 2, "yesterday", "today", "tomorrow" were written on the board with the equivalent Hebrew underneath, along with days of the week, and date,

month and year. Furthermore, the structure and activities of the class's literacy hour were repeated in the Hebrew lesson, reinforcing vocabulary, grammar and understanding in both languages. Expectations in these lessons were very high, and classroom management was excellent with the teacher using the same behaviour strategies as the class teacher. In lessons that were nonetheless satisfactory, these features are less developed. Teachers are beginning to teach using similar methods and styles, but are not yet fully confident in doing so. For example, although the points of these lessons were explained, too much time was spent on spoken introductions and summaries at the end of lessons, rather than new work. The co-ordinator is clearly aware of these relative deficiencies and is monitoring teaching and helping teachers to improve their practice.

133. The school's teachers of Hebrew are all recently appointed. It is of great credit to the leadership of the headteacher and management skills of the co-ordinator that the very high standards reported in the last inspection have been maintained and in some respects improved upon under these circumstances. Resources are good and link closely with topics and themes that are taught in lessons in the Kodesh. Links with the National Curriculum are also being sought, but owing to changes in staff have been difficult to implement. However, many topics are planned together with class teachers. During the week of the inspection, for example, teachers in Year 1 taught about fruit and made displays for Tu B'Shvat. In Year 4, when Chanukah was studied, light was taught in science. Hebrew is very visible around the school. For example, many notices are written in both Hebrew and English, and pupils' written Hebrew is often on display. A homework club is available for those pupils who either want to attend or need extra help. Parents are also welcome.

MUSIC

134. At the time of the last inspection, standards of performance by the choir and orchestra were high, but no lessons were seen, and the limited time given to class music had a seriously detrimental effect on aspects such as composition, listening to and appraising music. The school has recently addressed this weakness by introducing training for teachers, a scheme for class music lessons throughout the school based on national guidelines, and a regular timetabled music lesson for each class. This improved provision has resulted in good teaching in Years 1 and 2, leading to standards in line with what is usually found. Teaching in Years 3 to 6 is satisfactory, with good teaching seen in Year 5. However, regular music lessons for all classes have only recently been introduced and some teachers still lack confidence and expertise in the subject. Nevertheless, overall standards are in line with national expectations. In listening and appraising, attainment is in line, sometimes a little above, what is normally expected in the National Curriculum, whereas performing and composing are currently a little below. It was not possible to observe the choir and orchestra, but pupils of all ages were observed during individual instrumental lessons. Over one third of pupils in the school are involved. Listening skills are good and, in these lessons, in terms of the National Curriculum, they perform at standards well above those expected. Their specialised knowledge of notation, rhythm and pitch is not used sufficiently to enhance overall standards of music in classroom teaching of the subject.
135. In Years 1 and 2, pupils use musical vocabulary confidently, and choose and name suitable instruments, responding to teachers' requests to select sounds to illustrate the story of *Little Red Riding Hood*. Teachers in these classes have a good level of knowledge of the subject and of what pupils already know. They use this information well when planning lessons and remind pupils to include skills that they have already acquired in what they compose and perform. Lessons are well organised and the management of behaviour is good. Pupils remain involved in what they are playing, and perform well. Young pupils in Year 1 are beginning to show appropriate awareness of others when keeping time and can clap and tap short rhythms accurately. In individual music tuition, or when performing solo, pupils demonstrate skills which are well above those usually found at this age. In Year 2, one pupil learning piano was able to play boldly and confidently, recognising crotchets, quavers and semi-quavers and playing the rhythms accurately. Excellent teaching ensured that this young pupil was very involved in the music, reading notation and observing rests of different lengths accurately. When singing, pupils' performance is as expected for their age. However, in class groups even though singing the tune accurately, pupils occasionally do not listen to each other sufficiently carefully, and the pitch is inaccurate. Regular opportunities for all pupils to sing ensure confidence and an appropriate sense of the tempo of music.
136. In Years 3 to 6, pupils remain keen and participate enthusiastically. However, teachers' knowledge of what they should teach does not consistently match the higher levels that are demanded at these ages.

Nevertheless, it remains satisfactory overall, ranging from good teaching to one unsatisfactory lesson. A good lesson in Year 5 contained a discussion of high quality, which teased out what pupils already knew and built upon their knowledge well. Although pupils were unsure about an eight-beat rhythm when starting their composition, good intervention and support nurtured their experimentation and encouraged them to listen to each other carefully. By the end of the lesson, all pupils, including those with special educational needs, performed their rhythmic patterns successfully, meeting what is expected at this age. Where teaching is unsatisfactory, it is because planning does not identify precisely enough what musical terminology and performances are expected. Composing and performing tasks are insufficiently challenging to keep pupils involved. For example, songs were not chosen appropriately to match pupils' ages and pupils were complimented too readily for simple performances. As a result, pupils were too easily contented with mediocrity. In good lessons, teaching ensures a variety of listening, appraising and composing activities. Under these circumstances, pupils performed their pieces and listened to others well, giving suggestions for improvement. Pupils worked at a good pace, ensuring time was left for all of them to have an opportunity to perform. Pupils' levels of effort were good. Year 6 pupils were very thoughtful when composing a song about homelessness. They commented suitably on the mood of a chosen tune and, although in some instances it was felt to be inappropriate, kept the rhythm well and sang confidently. Many pupils who have individual instrumental tuition show a very high level of expertise, and could contribute even more if given the opportunity to do so. When expectations are too low and complacency occurs, music does not make sufficient contribution to pupils' development, particularly their spiritual development.

137. In discussion, many pupils are aware of the names of several composers, and can discuss favourite pieces of music. Music lessons are beginning to develop pupils' knowledge of a range of styles. For example, they used lyrics from Phil Collins and Mel C to inspire song writing about the homeless. Although this type of work provides a sound contribution to pupils' cultural development, insufficient opportunities were planned for pupils to appraise music from non-western cultures.
138. The subject benefits from the management of a newly appointed and enthusiastic co-ordinator, who is beginning to use her expertise to advise and strengthen provision. Songbooks and recorded music give an appropriate starting point for singing, listening and appraising. She has identified that monitoring of performance and systems of assessment are weaknesses that need to be addressed. New technology such as electronic music is also underused.

PHYSICAL EDUCATION

139. Standards are close to those expected in the National Curriculum at the end of Years 2 and 6. All the required elements of the National Curriculum are planned, including swimming. Most pupils swim at least the minimum safety requirement of 25 metres by the time they leave the school at the age of 11. A specialist teacher takes lessons in gymnastics in Years 3 to 6.
140. Pupils in Year 1 move confidently around the hall. They control their movements well and follow their teacher's instructions to skip, hop and jump round an immobile partner. Many move imaginatively and they all achieve the aim of putting together a sequence of movements, moving round, over and under their partner. Older pupils build on their gymnastic skills well. They increase in confidence as they vault on to and over apparatus with control. Most pupils in Year 6 demonstrate their ability to mount the apparatus in a straddle position. They try hard to retain a good shape and to dismount and finish smartly.
141. The quality of teaching and learning is good. Teachers plan different parts of their lessons effectively, so appropriate amounts of time are spent, for example, on warming up and stretching, or ensuring that safety requirements are understood. Time is also spent well when raising pupils' confidence through offering positive feedback and praise. In Year 1, the teacher gave good support to a pupil who had recently joined the class. He was given extra time to observe what was happening, so he would understand how to join in, despite speaking English at an early stage of acquisition. Pupils responded well to the teaching, making a good physical effort. Pupils are generally keen to succeed and respond well to the teacher's encouragement. Pupils are encouraged to demonstrate their achievements to others in the class and to reflect on ways to improve their performance. Lessons include all pupils with special educational needs, with teaching and expectations adapted according to the stage and nature of their needs. Lessons are conducted at a brisk pace. On occasions, however, insufficient attention is given to the level of noise. Pupils are not reminded often enough of the need to await their turns

quietly. As a result, noise levels sometimes become too high, which could compromise safety if it were necessary to quieten pupils first to issue an important instruction. Another possible matter of safety involved pupils who wore items of jewellery and inappropriate footwear.

142. The specialist teacher takes the role of subject co-ordinator. The school has adopted the scheme devised nationally by the *Qualifications and Curriculum Authority*, and planning is based on this document. This teacher takes responsibility for the teaching of physical education and provides guidance to teachers in Years 1 and 2, and the reception class. She assesses and records what individual pupils achieve and tracks their progress. However, she has very limited time available to liaise with class teachers and pass on information about the outcomes of lessons. Time allocated to physical education is lower than that found in most schools for pupils of these ages. However, the teacher's considerable expertise ensures that it is used very productively, and much is achieved during lessons. Furthermore, pupils with a particular interest or aptitude have many opportunities to attend a wide range of after-school clubs. Many do so, participating in, for example, gymnastics, judo and basketball. The school also enters competitive tournaments, such as football and netball. In the summer, it takes part in the Amateur Athletics Association's awards to achieve specific targets in athletics.