

# INSPECTION REPORT

## **MORIAH JEWISH DAY SCHOOL**

Pinner

LEA area: Harrow

Unique reference number: 131229

Headteacher: Mr A Shaw

Reporting inspector: Mrs R Rodger  
10347

Dates of inspection: 15-17 January 2001

Inspection number: 230543

Inspection carried out under section 10 of the School Inspections Act 1996

Moriah Jewish Day School

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	First and middle
School category:	Voluntary Aided
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Cannon Lane Pinner Middlesex
Postcode:	HA5 1JF
Telephone number:	0208 868 2001
Fax number:	0208 429 8419
Appropriate authority:	The Governing body
Name of chair of governors:	Mr B Leaver
Date of previous inspection:	The school has not been previously inspected.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs R Rodger (10347)	Registered inspector	English Information and communications technology Geography Physical education Areas of learning for children in the Foundation stage	The characteristics and effectiveness of the school. The school's results and the pupils achievements Teaching and learning Leadership and management
Mr T Page (9958)	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr M Carter (20714)	Registered inspector	Mathematics Design and technology History Music Equality of opportunity	Quality and range of opportunities for learning Pupils' spiritual, moral, social and cultural development
Mr B McAlpine (21552)	Registered inspector	Science Art and design Special educational needs	

The inspection contractor was:

PBM Inspection Services Ltd  
PO Box 524  
Cheadle  
Staffordshire  
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Moriah Jewish Day School is a new, purpose-built, one form entry First and Middle school in the London Borough of Harrow. It is a voluntary-aided school, the denominational authority being the United Synagogue. The school opened in September 1998 with just a reception class based in the local synagogue. The pupils moved to a new building in September 1999 with a nursery, reception year, and Year 1 class. The building is now complete and fully equipped. The playing fields are currently being turfed. The school is the only Jewish school in Harrow. All the pupils are Jewish. There are currently 78 pupils on roll; 26 in the nursery; 20 in the reception class; 12 in Year 1; and 20 in Year 2. The children in the nursery all have a full-time place, although a number of children only attend for morning sessions. Results of the recently completed assessment on entry to the reception class show that standards are high, particularly in communication skills and levels of confidence. There is a marked improvement in the abilities of the children on entry to the reception class now compared to two years ago when the assessment on entry showed that the children's attainment was broadly average. The proportion of pupils with special educational needs, ten per cent, is about half that typically found. No full-time pupil has a statement of need; one with a statement attends part-time for about two hours each week. The distribution of pupils with special educational needs is very uneven; nearly all are in Year 2, where the proportion amounts to about one third, which is well above average. There are no pupils with English as an additional language. There are no pupils eligible for a free school meal. All pupils learn to speak Hebrew as part of their Jewish Studies lessons.

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

Although in the early stages of development, this is a successful school. Considerable consultation and planning has gone into the creation of the school to serve a well-established Jewish community in North London. The foundation governors, supported by the local education authority, the headteacher, and staff, have set about creating an institution which is successfully incorporating the principles of the Jewish faith and the statutory requirements of the National Curriculum. The successful combination of Jewish studies and the National Curriculum is a particular strength of the school. As pupil numbers increase, experienced staff are recruited to the school. Classes are currently relatively small because the school is in its infancy, but are not planned to not rise above 30 pupils per class when at full capacity. Teaching overall is good. Standards are high. The leadership and management of the school are very good. The headteacher, all staff, governors, and parents, have a powerful collective vision which is contributing to the success and effectiveness of the school. In the current year, the cost of educating each child is very high, a reflection of the initial start up costs associated with a purpose-built school. Even so, the high standards achieved and the good teaching mean that the value for money provided by the school is good.

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

- There are above average standards among four-year-olds in the Foundation Stage.
- Standards among seven-year-olds, the oldest pupils, are above average in English, mathematics, science, art and design, design and technology, geography, music, and physical education.
- The teaching is good overall.
- The leadership and management are very good.
- The personal and social development of pupils is very good.
- The partnership and involvement of parents is very good.

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

- The resources and strategies used to promote higher standards of writing in all subjects.
- The resources and strategies for providing a higher level of challenge for the more able pupils.
- The assessment and recording systems, so that clear numerical targets for improvement may be set and used to track each pupil's progress.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As a newly established school, it has not previously been subject to an inspection.

## STANDARDS

As a new school with no groups of pupils who have undertaken the national tests, there is no data with which to compare the school's performance with that of other schools nationally or with schools in similar circumstances. The inspection evidence is that standards attained by Year 2 pupils, the oldest, are above average in English, mathematics and science. In English, standards in reading are well above average; in writing, nearly all pupils are attaining the expected national standard for their age but few exceed national expectations and standards in writing lag behind those in reading. Children in the nursery and reception class generally achieve high standards and by the end of the reception year are very likely to have exceeded the early learning goals in all areas of learning. The difficulties faced by pupils with special educational needs vary. Nearly all of the pupils at the early stages of special needs assessment are attaining standards in reading, writing, mathematics and science that are close to those expected for their age. Their individual education plans show that temporary difficulties have been largely overcome and progress in relation to difficulties is good. Pupils at later stages of special needs assessment are making progress, but more slowly, because the difficulties they face are relatively hard for them to overcome. Standards in art and design, design and technology, geography, physical education and the singing aspects of music are higher than generally found among pupils of the same age elsewhere. Standards in information and communications technology and history are the same as those of pupils the same age elsewhere.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Parents spoke very positively of the way their children quickly settle into the family atmosphere of the school. Pupils enjoy their work and show high levels of interest and enthusiasm. They listen attentively.
Behaviour, in and out of classrooms	Good. Pupils are orderly and very courteous. Occasionally, in lessons, the pupils' over-exuberance leads to minor misbehaviour.
Personal development and relationships	Very good and a strength of the school. Pupils are confident and very articulate. They accept responsibility and show high levels of independence.
Attendance	Excellent. It is very high in comparison with other schools. No unauthorised absence has been recorded.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Good

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

The quality of teaching and learning throughout the school is good. It is very good in 18 per cent of the lessons, good in 44 per cent, and satisfactory in the remaining 38 per cent. The strengths of teaching include: very good relationships with pupils and the eagerness with which they want to learn; good questioning skills, particularly in English; clear, precise introductions and the use of support staff to promote pupils' learning, particularly those with special educational needs. Pupils' work is carefully marked and a high priority is given to homework. A strength of many lessons is the brisk pace by which pupils make good gains in their learning. Pupils are generally well managed. The teaching in English and mathematics is good; the teaching of the basic skills of literacy and numeracy is given a high priority. Classroom assistants effectively support pupils, particularly those with special educational needs. However, too little account is taken of the wide range of abilities in the classes and this is leading to some underachievement among the more able pupils. Sometimes there is a lack of challenge, which leads to some off-task behaviour, particularly by boys. The rate of learning throughout the school is generally good. Pupils demonstrate a good level of knowledge and understanding of the subjects they are taught; they show high levels of independence and are interested in their work. Pupils with special educational needs make good progress

in learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum includes all the subjects of the National Curriculum and Jewish studies. The school does not currently provide any out of school activities.
Provision for pupils with special educational needs	The provision for special educational needs is good. Procedures for the identification and support of pupils are rigorous. Less attention is paid to the needs of gifted and talented pupils.
Partnership with parents	The parents' views of the school are very supportive. The school has very good arrangements to work with parents and to inform them of the progress their children are making.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is very good. Pupils have strong sense of their own worth and spirituality is well promoted in lessons and in assemblies. Provision for moral and social development is good. Honesty and fairness are well promoted through Biblical and other stories. Pupils are friendly and helpful. Provision for cultural development is good. Provision for pupils to learn about the Jewish culture is strong and they learn about other cultures through work in music and in English.
How well the school cares for its pupils	Good. The procedures for child protection are in place and understood by all staff. Procedures for the well being and personal development of pupils are very good. Procedures for assessing pupils' progress are satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The educational direction of the school is well established and clear. The subject coordinators are well-briefed and carry out their roles effectively. There is a very strong ethos of caring within the school community.
How well the governors fulfil their responsibilities	Very good. The governors are closely involved in the work of the school and keen to improve their knowledge and understanding of school governance. Their work to get the school off the ground has been excellent.
The school's evaluation of its performance	Very good. The headteacher and coordinators have carried out rigorous checking of teaching, which is leading to improvements. There is less checking of pupils' progress, but this has been identified as an area for priority.
The strategic use of resources	Very good. Priorities in the school development plan are costed over a three-year period. The principles of best value are applied to all resources acquired by the school.
Staffing, accommodation and learning resources	The staff are appropriately qualified and sufficient for the needs of the school and will be increased yearly as the number of classes grows. The school building is excellent: classrooms are well-resourced and spacious; the outdoor area for the reception class and the nursery is well equipped and specialist facilities are available for teaching science and technology. The learning environment is enhanced by high quality displays of pupils' work.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The caring, family atmosphere throughout the school.</li><li>• The individual attention their children receive.</li><li>• The time available to talk to staff on a very regular basis about their child's progress.</li><li>• The integration of the National Curriculum with Jewish studies.</li><li>• The joy their children express in attending the school and the ease with which they can come into school to get problems sorted out.</li><li>• The behaviour of the children in school.</li></ul>	<ul style="list-style-type: none"><li>• The range of out of school activities.</li><li>• The attention to other cultures in teaching.</li><li>• The information they receive on how well their children are achieving.</li></ul>

The inspection team agrees with the positive comments made by the parents. They acknowledge that the school offers no out of school activities; this is typical of most schools with pupils in the three to seven age range. There are plans to introduce chess and football clubs for Year 2 pupils at lunchtime. The school also plans to introduce activities for pupils when they go into Year 3. The inspection team is also aware that the school day is about half an hour longer than the minimum recommendations and agrees with parents' views that pupils of this age are tired after such a long day in school. The concern that there is a lack of information for parents about the progress that their children make in school is not confirmed as parents are regularly invited to come into school and talk about the progress their children are making in lessons. However, the school does not have robust systems in place to track individual pupils' progress, partly because of a lack of standardised test data due to the newness of the school.

## **PART B: COMMENTARY**

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

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

1. Standards in the nursery and reception class (the Foundation stage) are above average in personal, social and emotional development, communication skills, reading, mathematical development, knowledge and understanding of the world, creative and physical development. They are generally the same in writing as those expected of children the same age elsewhere. Compared to children of the same age in the local authority, based on an analysis of the assessments completed as the children enter the reception class, standards in writing are not as high on entry as they should be. The children's rate of achievement is good. They are curious and questioning, which has a good impact on their learning. In both classes, there are good opportunities to learn mathematical ideas linked to creative and practical work. For example, in physical activities, children learn to count as they hop and, when painting children counted the legs on an octopus and the spots on a painted dalmatian.
2. The school has not yet completed any statutory National Curriculum assessment tests or tasks, as the school has not yet had pupils at the end of Key Stage 1. The current Year 2 pupils are due to complete these tests towards the end of this school year. Only then will it be possible to compare the attainment of pupils in the school with pupils elsewhere in the country.
3. The inspection evidence is that standards attained by Year 2 pupils in English, mathematics and science are above average; standards in reading are high. The school originally predicted that the results of the national tests to be taken at the end of the school year would be in line with the current national averages. This prediction was based on the pupils' attainment when they started the reception class and has since been revised upwards to take into account the progress these pupils have made since then due to the good quality teaching they receive. Pupils are confident readers and can talk knowledgeably about their favourite authors. They use an appropriate range of strategies to read unknown words, usually preferring to sound out the words. The substantial majority of Year 2 pupils are writing at the expected national level for their age but, overall, standards in writing are not as high as they should be, given the generally higher attainment of these pupils in reading and mathematics. Pupils achieve high standards in speaking and listening. In mathematics pupils have good skills in counting and calculating with numbers. In science, the pupils are acquiring a good knowledge of life processes and living things; materials and their properties; and physical processes. There are no significant variations in the attainment of boys and girls.
4. Standards and achievement in art and design, geography, music, and physical education are good. Although no teaching was seen in design and technology, the pupils work shows that standards are good. In information and communication technology and history, standards are generally the same as those expected of all pupils. The difficulties faced by pupils with special educational needs vary. Nearly all of the pupils at the early stages of special needs assessment are attaining standards in reading, writing, mathematics and science that are close to those expected for their age. Their individual education plans show that temporary difficulties have been largely overcome and that progress in relation to difficulties is good. Pupils at later stages of special needs assessment are making progress, but more slowly, because the difficulties they face are relatively hard for them to overcome.

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

5. Pupils' attitudes, values and personal development are very good, with their personal development being a particular strength. Pupils enjoy coming to school. Children under five quickly settle into the routines of school and form very good relationships with each other, teachers, and other adults. They behave well and are eager to learn. They are confident individuals, who work well together and are always ready to offer mutual support. They are beginning to recognise how to take responsibility, and this is fostered by taking turns at being "leaders" for the day in the Nursery, and "helpers" in the reception class. In practice, this involves taking the register to the office, under adult supervision, and acting as classroom monitors with the responsibility for handing out resources.
6. These very good attitudes continue into Years 1 and 2. During the time set aside for morning registration the pupils demonstrate their skills of being able to exchange news and views, as a group, in a disciplined way where everyone has the chance to contribute. Pupils listen attentively in lessons and are keen to learn. In assembly, they show respect for the occasion and are eager to participate, for example, in the discussion of a religious story. At lunch, it is clear that they enjoy each others' company and interact well, creating a sense of being part of an extended family.

7. Behaviour is good, overall. In classrooms, behaviour is never less than satisfactory but a small number of pupils sometimes find difficulty in sustaining concentration when they are unclear of what they should be doing, or when a task is insufficiently challenging. In these situations, noise levels tend to rise and teaching time is deflected to maintain order. Pupils are orderly when moving around the school and are courteous. They play together well in the playground and respond quickly to adults' requests for them to line up at the start of the school day or at the end of break. Pupils show concern if one of their friends is hurt in a minor accident, and no incidents of unkind behaviour were seen during the inspection either in classrooms or outside.

8. Pupils take a pride in their achievements and are proud of their school. They keep their classrooms and cloakroom areas tidy, and treat resources with care. The new premises are maintained in excellent condition partly because they are treated so well by the pupils.

9. Personal development is very good, and a major strength of the school. Pupils are confident and articulate. They accept responsibility in the nursery and this provides a firm foundation for their progress throughout the school by enabling them to take responsibility for their own learning, especially when they are in groups. For example, in a numeracy lesson in the reception class children were organised into pairs to work on the computers. The children applied themselves well to the task. They provided mutual support of the highest quality explaining clearly how to achieve a set task to others who did not fully understand. In a planned time for pupils to sit around to hold a discussion, they showed maturity when considering the need for rules, an acceptable standard of behaviour, and the impact that their actions can have on others. Attendance is excellent; it is very high in comparison with other schools. No unauthorised absence has been recorded.

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

10. The quality of teaching and learning throughout the school is good. It was very good in 18 per cent of lessons, good in almost half of the lessons and sound in the remaining 38 per cent. The quality of teaching is a strength in the nursery and reception class. Teachers use effective strategies to teach the basic skills of literacy and numeracy. The strengths of the teaching include: very good relationships with pupils; good questioning skills, particularly in English; clear, precise introductions; and good use of support staff to support pupils' learning, particularly pupils with special educational needs. Homework is provided regularly and is carefully and conscientiously marked along with all other work pupils complete. The pace in lessons is generally brisk which contributes well to maintaining the interest and enthusiasm of pupils. Pupils make above average gains in their learning in the good lessons. A strong feature of teaching is the opportunities provided for the pupils to reflect on their learning and to offer explanations. Consequently, pupils are confident and articulate and apply themselves to what they have to do with interest and a good level of concentration most of the time.

11. Teacher's knowledge of the subjects they teach is generally satisfactory, although the strategies used do not always take into account the needs of the more able pupils as much as they should. The teaching is much better when good account is taken of the precise objectives for learning set in the literacy and numeracy strategies. In mathematics and science, teachers take too little account of the wide range of abilities in the classes, leading to some underachievement by pupils that are more able. Otherwise, the teaching of English, mathematics and science is generally good. The management of pupils is generally satisfactory, although there are times when pupils complete their work quickly and do not have enough to do which leads to off-task behaviour. The management of pupils with special educational needs is good. The use of ongoing assessment is generally satisfactory.

12. Teaching in the other subjects of the National Curriculum is good in art and design, geography, music and physical education. The teaching of information and communications technology and history is generally satisfactory. No lessons were seen in design and technology; although the pupils' standards can be evaluated from their work, it was not possible to make a judgement about the teaching.

13. There is generally good use of the National Literacy and National Numeracy Strategies. Lessons are organised as recommended in the guidance for teachers. Planning closely reflects the learning objectives for each year group. Generally, account is not taken of the higher level objectives for learning to provide work that is more challenging for the able pupils in English and in mathematics. The brisk oral and mental session at the start of mathematics lessons is used well to teach mental agility and children's rapid recall of number facts. Training is disseminated to staff to help them to teach aspects of the literacy hour more effectively. For example, planned sessions at the end of lessons are used to reinforce learning appropriately as well as to celebrate pupils' achievements. The range of writing completed by pupils in Year 2 is generally of one genre. Where priority is given to the writing task in other subjects, such as geography, where the pupils were encouraged to write postcards for

example, the basic skills are reinforced effectively and the range of genres is broadened.

14. Homework is given a high priority. The amount of work completed regularly is supporting pupils' rate of learning, particularly in handwriting. A range of supportive marking strategies is used to encourage pupils in both classes to guide pupils and improve their work. The systems in place to check pupils' progress are rigorous in reading but less clear in other aspects of English.

15. Assessment information gathered in the reception class is used to predict achievement in national tests. All staff have received training in setting individual targets for pupils. These are in place for English and achievement of a target is checked and recorded in classes. This aspect of teaching is much stronger in English than in mathematics. Plans show that there is some account taken of pupils' learning to inform the next steps in learning. However, this is generally completed inconsistently.

16. The provision for pupils with special educational needs is good overall. All of their needs are met within mainstream classes, with additional support from class assistants. Teachers know the targets in their individual plans well and class assistants are appropriately briefed. Pupils with special educational needs are fully involved in activities and the quality of teaching provided when working in small groups in the classroom is generally good. During shared work in lessons, teachers involve special educational needs pupils in the work through effective questioning and monitoring of learning. Group and individual tasks, however, are not always different in level of difficulty to other pupils and this is leading to recorded work in science, for example, not always being completed. Written lesson plans do not always specify provision for pupils with special educational needs and this has the potential for their needs to be overlooked, especially when teachers are absent and someone else takes their place.

17. Good learning is a strong feature in the lessons where pupils are keen to learn and interested in their work. Pupils learn well when teachers challenge the pupils and have high expectations of their achievement. For example, Year 2 pupils were effectively challenged when they learned how to identify speech in texts read, and to punctuate their own writing accurately. Pupils quickly acquire knowledge and understanding related to the subjects they are taught. They have high levels of independence.

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

18. The school provides a good curriculum that is broad, balanced and relevant to the age, needs and interests of the pupils. It includes all the subjects of the National Curriculum and Jewish Studies, incorporating elements of religious education, and of many other subjects, such as English, history, and geography. The curriculum complies with the statutory and local requirements. The governors have adopted the local education authority's curriculum policy. The total time available for learning is more than average and this enables the school to spend a good proportion on Jewish Studies without limiting other subjects. The curriculum draws positively on the pupils' own cultural, family and religious backgrounds.

19. The school has successfully implemented the National Literacy and Numeracy Strategies. They are well linked to other subjects providing a broad range of opportunities for the pupils to develop skills in a variety of situations. For example, in a Year 1 lesson, the pupils were able to bring toys or items from home and then discuss these in front of the class providing a good opportunity to gain confidence and skill in talking in public and answering questions. Using the frameworks for literacy and numeracy, the teachers plan lessons appropriately to enable the pupils to gain basic skills effectively. The school's provision for information and communication technology also enables pupils to use the skills they have gained to support learning in other subjects, for example, in the creation of pictures and designs and in the formation of graphs to show data about fabrics in science.

20. Opportunities are also provided for personal development in discussion periods and the provision for the pupils' personal, social and health education is good. A wide range of issues is dealt with, including how personal behaviour affects other people. There is a strong commitment to raising pupils' self esteem. This is reflected in the positive approach used by the staff when they speak to pupils. There are also a number of events, and visitors, linked to issues such as dealing with strangers, health issues, and road safety. Presently, the school governors have decided that sex education will be limited to those elements contained within the programmes of study for science. There is no formal planning for education about drugs' misuse although pupils are made aware of the safe use of medicines and have displayed their work in school.

21. All pupils, including those with special educational needs, have equal access to all aspects of the curriculum. Several school policies emphasise the importance of each child's access to the full curriculum. The effective use of classroom support ensured that a child in the reception class was encouraged to take a full part in shared storytelling session. Extra help for pupils with special educational needs generally takes place in the classrooms so pupils will not miss the teaching. There is effective inclusion of pupils with special educational needs into the curriculum and all other aspects of school life. The individual education plans meet requirements. They are improving; some contain references to pupils' specific needs. However, the procedures of identifying and meeting the specific needs of talented and gifted pupils are underdeveloped.

22. The school is well designed for disabled pupils. The policy for equal opportunities is not yet monitored to determine its effectiveness, although gender is specifically considered when the teachers discuss the work of an identified cross-section of pupils.

23. The school does not yet have a full set of curriculum policies and schemes of work and has consequently adopted guidelines recommended nationally for many subjects. There is sufficient guidance for teachers to plan the work, which is sometimes done jointly. Teachers' planning is reviewed by the headteacher and made available for the relevant subject co-ordinator. The work in subjects is also enriched with a number of events and visits. For example, pupils visited an aquatic centre and hosted a music festival.

24. There are currently no out-of-school activities. Many parents would like the school to have some. However, the school day is already long for pupils of this age and many activities beyond the curriculum are provided within Jewish Studies lessons. There are plans for two lunchtime clubs. The present provision is similar to that in most schools with similar age pupils.

25. The school works very well with its community. There is a strong commitment by the local Jewish community to support the school and this has made substantial differences to the schools' provision. The school works well in partnership with the local education authority and has close links with other Jewish schools in the wider area. The headteacher is also keen that voluntary groups in the area use the school. There are, for example, lettings of the school's premises by local groups in the evening.

26. Provision for the pupils' spiritual development is very good. The daily assemblies are used to promote the importance of faith, prayer, music and community. The teachers promote the pupils' spiritual awareness across the curriculum and the pupils react with wonder at aspects of their experiences. For instance, when they sing Hebrew songs. Lessons in Jewish studies also support the pupils' spiritual development well and promote a strong sense of personal existence. Birthday and other celebrations also help pupils gain a sense of personal worth.

27. Provision for the pupils' moral development is good and underpins the values the school seeks to promote. The pupils learn the difference between right and wrong and understand the importance of maintaining rules for the benefit of all. Pre-school visits prepare the parents for the school's high expectations in this aspect of its work. The pupils are reminded of the school rules and are encouraged to identify acceptable classroom codes of behaviour, called "golden rules". Biblical and other stories emphasise the importance of honesty and knowing right from wrong.

28. Social development is also promoted well and consequently the pupils quickly learn how to gain friends and act appropriately in company. The pupils are polite and respectful of others' views. They are generally helpful and friendly. The school provides a number of experiences that help the pupils' social learning. These include: guest speakers; being mentors for younger children; organising charitable collections; taking on responsibilities and singing songs that remind the pupils to use good manners.

29. Provision for the pupils' cultural development is good. There is a very strong provision for the pupils' to learn aspects of the Jewish culture through the festivals, stories, music and celebrations. Much of this is shared with the community. Pupils also gain some understanding of other cultures through the curriculum. For example, they hear music from some other countries around the world such as spirituals. As part of their study of the story 'Handa's Surprise', nursery children found out about life in Africa and some of the customs and traditions in different parts, as well as what different fruits are eaten in a hot country.

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

30. The school provides a safe, secure and stimulating environment. The care of pupils is good. Procedures for child protection are sound and staff are aware of what they should do and to whom they should report. The headteacher is responsible for child protection has received appropriate training. Training for all other staff is being arranged. Links with the appropriate support agencies are secure.

31. Procedures for ensuring pupils' welfare are good. The school is small, and part of a close knit community which enables teachers to get to know the pupils and their families very well. Health and safety procedures are clear and appropriate. The chain of responsibility for risk assessment extends to the school governors and managed on a daily basis by all staff with special emphasis on the site supervisor who manages the site very well. Approved contractors have conducted all necessary equipment checks and regular fire practices take place.

32. The school employs a welfare assistant who is effective in maintaining the medical room and administering first aid. All staff have undertaken first aid training. The school nurse attends the school regularly to promote health awareness and liaise with parents. Displays around the school highlight pupils' recognition of the inappropriate use of medicines; classroom topics have included healthy eating, and this is reinforced in the school prospectus. Pupils are reminded about stranger danger and road safety.

33. High attendance levels are effectively supported by the requirement for all absences to be supported by written explanations from parents. Good behaviour is endemic in the school's ethos, and well promoted by a clear policy on discipline, and a structured rewards system which ranges from on-going praise by teachers, to the award of stickers, and letters of praise being sent home. Sanctions include the loss of "Golden Time", and are sometimes administered in a way that the actions of an individual impacts on the whole group. This strategy is very effective in reminding pupils of how their behaviour can affect others. Circle time, and the focus on morals drawn from stories narrated in assemblies, successfully contributes to the building of a community which is largely free of oppressive behaviour.

34. Pupils with special educational needs are integrated well into the work of the class and their progress is enhanced by the links with home and the good level of support from class assistants. All pupils on the special needs register have individual education plans that are reviewed each term and these help to monitor the progress they are making. The procedures for the early identification of pupils with special educational needs rely on teacher assessment. The assessments are accurate. Such an arrangement is satisfactory while the school is at its present size but the limited use of objective measures and screening tests to back up the assessments has the potential for a loss of rigour as the school roll increases. The systems for tracking the progress of pupils with special educational needs, other than through individual education plans, are underdeveloped. The specific targets in the individual education plans are broadly satisfactory and based on the identified need but are not always sufficiently detailed for progress to be measured accurately.

35. Staff have identified the need to introduce a consistent system to monitor and support pupils' academic progress. To do this a coordinator for assessment has recently been appointed and is in the very early stages of drawing up an action plan to achieve consistency in assessment and monitoring. There are wider school targets to improve this area and to make use of performance data such as the results gained by pupils as they undertake National Curriculum and other forms of standardised testing. As yet, this is in the very early stages of development. The assessment procedures developed in the nursery are very detailed and informative, although they are not as closely linked to the reception class as they should be. There are good systems in place to monitor what pupils have read, which usefully involves parents. There is no comprehensive system in place, however, to track the progress of individual pupils; such a system would assist teachers in identifying the needs of particular groups of pupils.

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

36. The school works very well in partnership with parents. Parents' views of the school are overwhelmingly positive. The school's links with parents are very effective. Parents want a good standard of education provided within the setting of the Jewish faith, and that is exactly what the school achieves.

37. The current arrangements for communicating with parents are very good. Letters to parents indicate that a minority of parents have been unsure of progress being made by children in the Nursery. This is surprising given the open door policy of the school and the opportunity for parents to talk informally to staff as well as attend meetings that are more formal. Curriculum plans, and word lists enable parents to support their children's work at

home. Homework is well pitched and increases as pupils get older. Reading records, notebooks, informal chats with teachers before and after school provide parents with the opportunity to check their child's progress. Formal meetings and very detailed and informative annual reports keep parents' well informed of their child's progress through the school. The home/school agreement returned by, approximately two-thirds of parents, underlines the partnership which is expected between school and home. Parents of children with special educational needs are appropriately involved in reviews of their child's individual education plans.

38. Parents support the school in a number of ways, such as organising the school calendar, providing refreshments for festivals, and organising social events, which both helps their children's learning and sustains the community of the school. A small number of parents help in school hearing readers. A parents association successfully raises funds for the wellbeing of their children, and a group of parents of children in the nursery meet regularly.

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

39. The leadership and management of the school are very good. The headteacher, senior staff, governors, teachers and support staff are united in their mission to build a successful school providing the highest possible standards of education. The mission statement includes several important aims which are already evident in the day to day work of the school: to create a stimulating atmosphere for effective learning; to enable the pupils to appreciate the diverse cultures and heritage of the United Kingdom; and to give them a positive identity with orthodox Judaism, Israel and the Jewish people. The ethos of the school is particularly effective in encouraging the pupils to have high levels of self-esteem and to respect others.

40. The headteacher has a powerful vision of the high standards he expects and he takes very effective steps to secure the highest quality of teaching. Staff are supported professionally in their work through rigorous checking of their teaching which is both supportive and developmental. The headteacher has systematically evaluated teaching. The improvements made as a result of his feedback are evident in lessons. In the absence of national comparative data, the use of performance data to set targets is in the very early stages of development. Detailed analysis of the attainment of children as they entered the reception class has enabled the school to predict the standards likely to be achieved in the 2001 national tests, but as yet not all staff are secure in this aspect of their work.

41. The small number of staff with additional responsibilities means that there are areas of the curriculum with no subject leadership. Those coordinators in place are relatively new to the school. However, they have tackled their roles and responsibilities with a good level of commitment. They work hard, as do all the staff. The English, mathematics and ICT coordinators have checked pupils' work and teaching throughout the school. The termly monitoring report completed for the headteacher is a useful communication device as well as an effective evaluation of their roles. Training courses have been attended and information has been effectively disseminated to all staff. The English coordinator, for example, summarised a recently published national survey for staff to help in their own analysis of their strengths and areas for development.

42. The governing body, although inexperienced in the governance of schools, are ambitious and eager to learn and they have been effectively supported by the LEA in all aspects of their developing role. At all times, the governors take their responsibilities seriously and are prepared to work hard to secure a firm financial and academic understanding of the work of the school. The policies and procedures they have put in place are exemplary. However, they need to ensure that they implement policies as outlined in their own procedures. For example, there are some inconsistencies in the degree to which committee meetings are minuted.

43. Educational priorities are appropriately identified in the school development plan: they are clearly costed, and expenditure is compared with original estimates. There is very little carry forward of delegated funds but the budget is prudently managed because of the present reliability of the school's trust fund, which includes regular parental contributions, to provide high quality resources. Specific grants are used for their intended purpose, and supplemented by private funds to provide good quality support, for example, in special needs. The full governing body approves all financial decisions. The school operates a number of additional accounts, none of which involve public money, which have not been audited.

44. The management of special educational needs is good. Statutory requirements are met, including those of the governing body to oversee the provision, and there is proper regard for the recommendations of the code of practice. The special educational needs coordinator has been in post for one term and has now settled into her duties. She has one morning per week when she can monitor the provision, maintain records, and work on

reviews; this is adequate for present needs. The special needs policy is of satisfactory quality. It is written in a form that parents will understand and meets requirements. Records are well maintained, appropriate in content and organisation, and reviewed regularly each term. There are clear and appropriate priorities for developing the special needs provision in the school development plan. The school receives very little additional funding specifically for pupils with special educational needs and invests heavily in this aspect from its general school budget. All expenditure on special needs is appropriate and properly accounted for.

45. Administration and financial controls are managed efficiently. Computerised systems allow the school to carefully track income and expenditure within the delegated budget. The information is secure, but easily accessible to the responsible officers, and provides the headteacher and governors with clear and updated financial information. Most of the recent audit recommendations have been acted upon except for financial delegation, which await governors' approval.

46. The governing body contains a wealth of financial and property management expertise, which has been used most effectively to establish the school. Comparisons are made with similar schools in order to give guidance to parents concerning their level of voluntary support. Direct comparisons with national performance data cannot be made but teachers' records show that pupils' attainment is above average. In the context that the school is in a very early stage of development, best value principles are being employed.

47. Expenditure per pupil is high but this reflects the establishment of a new school with a capacity for increased pupil numbers. Most pupils come from advantaged socio-economic groups who are able to fund a considerable part of the budget. Nevertheless, the school is effective in terms of raising pupils' attainment, and the personal development of the pupils is well above average. The quality of teaching is good. Unlike most other schools, it is providing an addition to the National Curriculum through Jewish Studies, which is strongly approved of by parents. These factors undoubtedly add a significant value to the education being provided and, consequently, the school is judged to be providing good value for money.

48. The staff numbers are low, which leads to some gaps in curricular responsibilities. However, the school development plan acknowledges the shortages of staff and is appropriately prioritising the delegation of responsibilities to the core subjects of the National Curriculum and Jewish Studies. The accommodation is of a very high quality and adds to the high regard in which the school is held in the local and wider Jewish community. The school is on target to have its own computer suite before the end of the year and plans to complete the external environment are proceeding. The high quality outdoor environment in the nursery is a strength of the school which is used by all children under five. The school is well-resourced in the main but there are shortcomings in resources for geography and music. Displays of pupils' work around the school enhance the environment and are a good reflection of the work of the school.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. To continue to secure improvements, the headteacher and staff along with the support of the governors should:

- ❑ improve the strategies and resources used in teaching to support pupils' writing development throughout the school by:
  - providing appropriate training for staff;
  - increasing the resources in school for supporting guided and independent writing;
  - analysing pupils' writing to identify areas for development and using this information to inform curriculum planning;
  - compiling a file of samples of pupils' written work assessed against National Curriculum levels of attainment to guide staff in their own ongoing assessments;
  - encouraging children under five to write in their play and to share models of writing;
  - set relevant targets for improvement and report regularly to the governing body on progress towards their achievement;(Paragraphs 3, 52 and 60)
- ❑ provide a higher level of challenge for more able pupils by:
  - appointing a member of staff to take responsibility for such pupils, when staffing numbers allow;
  - creating a register of such pupils and putting in place systems to track their progress;
  - identifying specific extension activities to meet their needs in lessons;
  - evaluating their achievements regularly;(Paragraphs 12, 14, 20, 37, 44, 65, 68, 69 and 72)
- ❑ establish a more focused assessment and record keeping system which makes use of national and standardised performance data to track pupils' progress individually and in small groups by:
  - making use of new technologies to collate data and provide information for teachers;
  - providing training for all staff in maintaining a pupil tracking system;
  - monitoring the progress pupils make systematically;
  - informing parents of the progress their children are making.(Paragraphs 15, 17, 20, 34 and 35)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

34

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

21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	44	38	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	52
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	8

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### 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	1.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	52
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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

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

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

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

#### **Qualified teachers and classes: YR-Y2**

Total number of qualified teachers (FTE)	4.00
Number of pupils per qualified teacher	14
Average class size	16.7

#### **Education support staff: YR-Y2**

Total number of education support staff	2
Total aggregate hours worked per week	60

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	9
--------------------------------	---

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
----------------	-----------

	£
Total income	220418
Total expenditure	210912
Expenditure per pupil	4793
Balance brought forward from previous year	2756
Balance carried forward to next year	12262

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	48

### Percentage of responses in each category (may not add to 100 because of rounding)

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	12	2	0	0
My child is making good progress in school.	60	31	2	0	6
Behaviour in the school is good.	69	25	0	0	6
My child gets the right amount of work to do at home.	44	29	4	0	23
The teaching is good.	62	31	0	0	6
I am kept well informed about how my child is getting on.	52	31	8	4	4
I would feel comfortable about approaching the school with questions or a problem.	62	27	8	0	2
The school expects my child to work hard and achieve his or her best.	67	25	0	0	8
The school works closely with parents.	56	33	4	0	8
The school is well led and managed.	60	33	2	0	4
The school is helping my child become mature and responsible.	67	29	0	0	4
The school provides an interesting range of activities outside lessons.	8	10	31	15	35

Due to rounding the percentages may not equal 100

### Summary of parents' and carers' responses

Parents almost unanimously praised the caring ethos of the school, in particular, the warm attitude of the staff and the way in which children are encouraged to reach their full potential

## **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**

50. Children under five are educated in a purpose built nursery class and then in a reception class. Children spend a year in the nursery class before transferring to the reception class. All children attend the nursery full time, although some parents allow their children to stay for the morning session only. There are three adults working in the nursery; two teachers, both of whom share the job and work part time, and two full time nursery nurses. There are two adults working in the reception class, a teacher and a nursery nurse. All children have access to a purpose-built outdoor area. Liaison between the two classes is good.

#### **Personal, social and emotional development**

51. Standards are high when the children enter the nursery in most aspects of this area of learning. They are particularly high in communication skills and in their level of confidence. The staff effectively fosters the children's confidence. Children are encouraged to develop their independence by taking the register to the office; by self-registering when they come to the nursery each day and by learning to take responsibility. Co-operative skills are well developed through imaginative play. The children are very keen and enthusiastic in discussion time. They are curious and inquisitive which contributes well to their good rate of learning. The three year-olds and four- year-olds collaborate well. They learn to make good relationships and are provided with very good role models by the staff as they listen to the children and offer explanations where needed. Behaviour is good. The children understand quickly and learn to apply the schools' code of conduct. For example, they walked very quietly down along the main school corridor to the gym. Teaching is good throughout the foundation stage. The staff build effectively on the children's enthusiasm to maintain interest and enthusiasm for the activities in which they take part. The high level of interaction between adults and children is particularly effective when the children are working in small groups. It is less effective for the youngest children when they are all gathered together in a large group. At times, the youngest children in the nursery work with the nursery nurse. This is an effective strategy.

52. The older children in the reception class continue to be very interested and well motivated to learn. They show very high levels of confidence. For example, all children described their weekend vividly during a class discussion session. In some cases, the most articulate and confident children drew others into their recounts by asking questions. Attitudes to learning are generally very good. Jewish Studies is used well to help children develop a greater understanding of their own culture and beliefs. Opportunities to learn about other cultures are effectively promoted in topic work. For example, in the nursery the children spent several weeks enjoying the story 'Handa's Surprise'. Through this they investigated some of the differences in the African culture compared to their own culture. For example, by looking at the different fruits in Africa. The children are likely to have exceeded the early learning goals by the time they leave the reception class. Responsibility is effectively fostered through the allocation of being a 'helping hand' in the nursery.

#### **Communication, language and literacy**

53. In both the nursery and the reception class, all the children have well developed communication skills. The children's natural curiosity encourages them to ask questions and seek explanations for situations they do not understand. For example, a member of the nursery staff effectively challenged the children's ideas as they discussed the properties of bubbles in the water. Teaching in the reception class very effectively encourages the children to develop their self-confidence. They talk confidently about their interests. The pace allows children to reflect on what they want to say and what they have done. The classroom assistant is effectively involved redirecting and encouraging children who begin to show loss of interest. In the nursery, the children enjoy listening to stories. In one session, they recapped on a previously read story by the class teacher and the most able children readily identified the characters and recounted events in "Can't You Sleep Little Bear". In the reception class, the children listened intently as the story of "Where the Wild Things are" was retold using puppets. Standards in the communication and reading aspects of this area of learning are high and children are likely to have exceeded the early learning goals by the time they leave the reception class.

54. In the nursery, children learn the initial sounds of words using a number of different computer programs. The children learn to write letters and to recognise them. Many appropriate opportunities are provided to write in other areas of learning. Children confidently demonstrate they can make marks on paper, which they then read to their teacher. Older children in the reception class copy the teacher's sentences and are encouraged to write their own versions of a favourite story. The less able children are unable to write independently without props such as key

words, word banks or a sentence maker and rely on adult support. More able children attempt to write words unaided. The children are less confident in their writing in both the nursery and the reception class than in their oral communication skills. Consequently standards are not as high as they could be. Teaching is sound with some examples of good teaching. Planning in the nursery class does not distinguish between what the older and younger children are expected to learn. While the staff take many opportunities to extend children's learning through their daily play fewer challenging tasks are planned.

### **Mathematical development**

55. This area of learning is well taught and by the end of the reception year most children will have exceeded the early learning goals. All children in the reception class can count to twenty with many able to count beyond. Children use mathematical language with confidence and accuracy. For example, a four-year-old in the reception class confidently described how high his tree house was. Jewish studies are used well to promote counting throughout the Foundation Stage because the children learn to count in Hebrew and then in English. The children confidently sing number rhymes in Hebrew and English. Learning in the subject is effectively drawn out of other subjects and through appropriate intervention by adults in children's play in the nursery. Using their fingers as counters, most nursery children demonstrated their understanding of adding five and five. Four-year-olds counted on from five with understanding. Teaching in the reception class builds successfully on previous learning. The children recognise a number on a number line, count the same number of cubes and distribute one each to the appropriate number of children. Computer games provide a high level of challenge to more able children who confidently count and recognise numbers to 20 and work independently to solve the problem.

### **Knowledge and understanding of the world**

56. This area of learning is well taught and children will have exceeded the early learning goals by the end of the reception year. The celebration of Jewish festivals provides children with many opportunities to develop their senses, for example, smelling spices for Havdalah, tasting the wine and feeling a plaited candle. Exploration of the effects of the wind blowing, tasting toast and discovering what happens when onions are grated all help children to investigate objects and materials. Children are encouraged to look at similarities and differences between flowers and weeds in the garden; to explore the texture of soil and exploring living things such as ladybirds. The imaginative play area in the reception class gives children the opportunity to learn about different aspects of their own environment. Changes in the school environment are used to promote children's observational skills. For example, nursery children investigated how spiders build a web. Photographs of different weather conditions are used to help children learn about the weather and to discuss the effects of the weather on their activities. Frequent opportunities are provided in the nursery and reception class to learn about technology. Children show good levels of control on the computer; they can control the mouse and direct the cursor to access a program.

### **Creative Development**

57. Most children will have exceeded the early learning goals by the end of the reception year. Good use is made of the outdoor environment and real objects to help develop children's observational skills. They can draw different kinds of fruit well in the nursery and in the reception class children paint self-portraits. They choose the colours they want to use. Opportunities are provided for children to explore sound; they can sing many songs from memory, particularly the Jewish songs they learn as part of Jewish studies. Imaginative play is a strong feature of the provision in the nursery. Children play cooperatively as part of a group and can act out favourite stories. They talk vividly about themselves and what they like to do. Teaching very effectively builds on the children's interests in the nursery. For example, the introduction of descriptive language assisted the children as they described what they liked and disliked as they were baking.

### **Physical development**

58. Most children will have exceeded the early learning goals in this area of learning by the end of the reception year. The quality of teaching is good. The high quality of provision in the safe outdoor play area has contributed significantly to the good progress made by the children in this area of learning. Children are encouraged to balance on pots, which develops their coordination. The fixed climbing frames provide all children in the Foundation Stage with the chance to move around, under, over and through climbing equipment, to develop their skills and to move with control in a coordinated way. By the time the children are in the reception class they are learning to evaluate their movements on the apparatus in the gym. "Do you find this easy?" was the question asked of the children as they learned to balance on a form.

## ENGLISH

59. Standards are generally high in speaking and listening and in reading, with a significant proportion of pupils exceeding the expected national standards for their age. Writing skills are less well developed, although the proportion of pupils attaining the expected national standard is still above average. The pupils enter Year 1 with above average attainment and the pupils continue to achieve well so that this standard is maintained throughout the age range. The school's target for the proportion of pupils attaining or exceeding the expected level in the national tests at the end of school year is close to the current national average and reflects the relatively high number of pupils with special educational needs in the current Year 2. The inspection evidence is that the pupils are achieving very well in lessons and, taking into account the number of pupils at expected levels as well as those at higher levels, overall standards are on course to be above the current national average.

60. Pupils entering the reception class are articulate and confident. The pupils continue to develop this confidence through effective teaching. In Year 1, they are provided with many opportunities to discuss how they feel and to talk in the class group. For example, a pupil competently explained how a compass worked, demonstrating a good level of knowledge of direction. A Jewish study, which is generally taught orally, contributes well to pupils' oral competence. Pupils speak clearly and listen to each other and make appropriate contributions. Generally, they have a good awareness of the need to speak in standard English. Older pupils talk confidently and knowledgeably about their favourite stories, where they go for holidays and why they like what they do. Teaching is very effective in encouraging pupils to talk about their work. Pupils listen well to each other and their teachers and demonstrate a good use of vocabulary to explain their feelings and ideas. Pupils are particularly adroit at responding to each other and engaging in discussion with their teacher.

61. Standards in reading are generally high, and very high in Year 1. High achieving seven-year-olds are confident readers and can talk knowledgeably about favourite authors and why they prefer some authors' works to others. Pupils know how to use an index, can refer to a glossary to learn the meaning of unknown words and confidently use their knowledge of the sounds of letters to read new words. Pupils are less confident in using contextual clues to read unknown words. Good teaching was observed which aimed at developing this aspect of pupils' reading comprehension. Pupils talk about key points in a story, and the high attainers make reference to the text to explain their preferences and knowledge of stories they have read. Well-structured guided reading sessions are provided within the literacy hour. Generally, classroom assistants take responsibility for teaching in these groups. Pupils in Year 2 learn how to predict what will happen next in stories read and to extend their vocabulary and comprehension of unfamiliar stories. Favourite, well-known stories are used as basis for work in other subjects. For example, the story of "Katie Morag" was used as the basis of a geography topic.

62. Standards in writing are not generally as high as in other aspects of English and should be higher. Pupils enter Year 1 with less well-developed writing skills. The range of strategies presented to pupils to write independently are limited in both the nursery and in the reception class. Consequently in Year 1, many pupils lack confidence in writing independently. However, the rate of achievement in Year 1 is good. Pupils' writing is generally well formed and they make good attempts at spelling correctly. More able pupils begin to use capital letters and full stops with understanding; their writing demonstrates good knowledge of speech marks and the use of adjectives. The range of writing is limited in Year 2, with few opportunities for writing poems, using read texts as a basis for their writing, writing messages or instructions, particularly in other subjects.

63. The quality of teaching is good. In the five lessons observed, teaching was very good in two, good in two, and sound in the other. The strengths outweigh the weaknesses and include very good levels of collaboration between pupils as they jointly compose a story; a strong knowledge of the strategies recommended in the National Literacy Strategy to promote writing skills and a high level of challenge for the Year 2 pupils. Generally, work is well-matched to the needs of the pupils and teachers and support staff work effectively to support groups and individual pupils. Relationships in the lessons are always very good. The pupils are encouraged to be productive and to apply the skills they have been taught. Pupils have individual targets to help them to improve their work. Marking is encouraging and provides good guidance to pupils. As a result, there is good progress in the rate of learning throughout the infants. For example, in reading the pupils' showed how they were learning to read using a range of strategies to read unfamiliar words in Year 2. This had built on effectively from what they had learnt in Year 1. The classroom assistant in Year 2 is particularly effective in encouraging pupils to succeed during guided reading sessions. A rigorous system of record keeping is in place to check the pupils' progress, particularly in reading, but this is not always used to identify particular groups of pupils for targeted work. Weaker aspects of teaching included: inefficiency in the use of resources to support independent writing and some exuberant pupils, particularly the boys who do not always concentrate on their work. The allocation of time to class reading is not always used effectively. For example, in one class the books selected by the pupils to read 'silently' were too difficult and they consequently wasted time. The pupils with special educational needs are well-supported and

included well in whole class discussions. The work they complete is well-matched to their needs and they are encouraged to take part in class discussions by the skilful way in which staff adjust their questioning. Their rate of learning is good.

64. The use of homework is very effective and is contributing well to improvements in standards, particularly in handwriting. The management of English is good. The deputy headteacher is also the recently appointed coordinator. She has attended and disseminated training relating to the National Literacy Strategy to her colleagues and provides weekly support to a colleague in her non-contact time. In response to the analysis of the assessment tasks completed as the children started school and her own on-going informal assessments, resources to provide a higher level of interest to boys have been purchased.

65. Links with parents to outline their role in supporting the development of literacy in all subjects is good. Parents can, and do, speak to teachers weekly to seek clarification of any aspect of their child's progress. Some teachers include opportunities to apply literacy skills in other subjects in their planning.

## **MATHEMATICS**

66. The pupils' attainment is generally good throughout the school. As yet, the school has not had pupils of the age at which National Curriculum statutory assessments are made. A higher than average proportion of Year 2 pupils are already working at levels close to those expected of seven-year-olds nationally. However, few pupils consistently show they have standards that are at a higher than average level. When they entered the reception class the pupils currently in Year 2 were assessed in the subject; attainment at this point was barely average. Generally good progress has been made since then.

67. In both Year 1 and Year 2, the pupils are gaining the skills they need to help them to calculate numbers mentally. Their knowledge of numbers is good for their age and many know, for example, the numbers that together make ten. The pupils of Year 2 are able to use a range of strategies to solve number problems and their past work shows a wide range of types of problems, such as those with money, time and the operations of addition, subtraction and multiplication. In a lesson for Year 2, the pupils quickly learnt to separate a number such as 62 into its tens and units components in the early stages of an understanding of the value of numbers in different positions. The higher attaining pupils could also do this with hundreds. However, less than half the pupils follow sequences in numbers with ease, for example, the decreasing even numbers 12, 10, 8, 6, etc., although most can work them out when prompted appropriately by the teacher. The rate of progress made by pupils in Year 2 is good and there is a good quantity of work to indicate the good effort that the pupils make. However, while the higher attaining pupils are able to understand larger numbers such as hundreds, their work shows little of an above average level for their age. For example, they understand little about the operation of division or the use of decimals and have not yet calculated with numbers up to 1000. The pupils of all abilities understand about basic graphs, but the higher-attaining pupils have not yet extended this to other forms of graphical representation.

68. The pupils in Year 1 are quickly able to identify the correct order for numbers to 50 and they can all count to twenty and back well. They understand the use of a 100 square and about a third of the pupils have a good idea of tens and units for their age. These pupils easily answer questions such as, "How many tens in 39?" and they can count beyond 100. However, there are also some low attainers and a small number who muddle the order of numbers writing, for example, 12 as 21. The pupils' past work shows a good quantity and covers a good range of aspects of the subject, although handling data is slightly weaker. Most pupils' work shows good progress in the few months since the pupils entered Year 1. The extent of the higher attaining pupils' skills are not evident in their written work. For example, about a third of the pupils know about numbers to 100, but their written work extends only to 30. All the pupils have met number problems involving terms such as more than and less than and have solved simple addition and subtraction problems. Standards are generally above what is expected at this age.

69. In all the lessons observed, the pupils were interested in the subject and keen to answer the teachers' questions. Many pupils are confident to attempt an answer accepting it may be wrong. In most lessons, the pupils work with reasonable speed and this is reflected in the amount of work they have completed since the beginning of the school year. The pupils are generally co-operative and helpful to each other. Occasionally they are able to collaborate, for example, in puzzling together about separating tens from units. However, occasionally they also become very excited and over-competitive, for example, when playing a class number game with girls against boys. Although materials and apparatus are usually put out ready for the pupils, most are capable of locating and returning what is needed appropriately and enjoy taking responsibility. They are careful with property.

70. The quality of teaching and learning is good overall. Teachers have adopted the National Numeracy Strategy



well and consequently know the key issues to improve pupils' number skills. There is also a good awareness of common errors. Each lesson starts with an appropriate session to help pupils gain the skills of mental calculation. Consequently, many pupils know already the numbers that together make ten, for example, and the older pupils are able to use this knowledge to help them solve problems with larger numbers. The pupils have been taught such skills systematically through good planning and knowledge of the subject. The teachers' weekly planning includes objectives that are often shared with the children and against which lessons are evaluated at the end of the week. Teachers' expectations of the pupils' work are usually good in terms of the nationally expected level, but sometimes they are insufficiently challenging for higher attaining pupils. The co-ordinator is aware of this and has recently attended training about the provision of learning that is appropriate for higher attainers.

71. Teachers manage the pupils well. They usually teach with a good pace and when there are instances of the pupils becoming noisy this is well contained and pupils are generally obedient. The workbooks of one published scheme and worksheets from another scheme are used to provide materials for the pupils. These are used carefully where they are appropriate for the lessons' objectives. Sometimes the teachers provide well-targeted worksheets of their own making and at other times the pupils work in exercise books. These provide a varied range of recording methods and together with sound explanations and appropriate practical methods they help the pupils to gain understanding and to learn well. Homework is set fortnightly and the pupils' work is regularly marked with occasional helpful comments. The weekly evaluations help teachers to know what the pupils have learnt, but assessments have not yet identified fully the pupils' levels of understanding in order to plan work at a challenging enough level for higher attainers.

72. The recently appointed coordinator is very enthusiastic and brings a strong knowledge of the subject to the school. The subject is well organised and resourced and an enthusiastic governor is keen to offer help and oversight. The new school policy provides some overall guidance but most of the planning follows the Framework of the National Numeracy Strategy. Resources are good and the coordinator is currently preparing to provide more for older pupils as the school grows. She has had little training as a coordinator and this presents some difficulties with such matters as analysing performance data and monitoring procedures. However, the school promotes the subject as an interesting and important one through extra events, such as a Chanukah candle investigation displayed in the entrance and evenings to help parents understand the principles of the National Numeracy Strategy and how they can help at home.

## **SCIENCE**

73. Year 2 pupils are on course to attain the expected national level for their age by the end of the school year; about one in five pupils are likely to exceed this expectation. Taking into account the proportions of pupils at both expected and higher levels, overall standards are above the 2000 national average for the age group. The achievement of the pupils compared to their attainment on entry is good. This is the first year that the school has had pupils in Year 2 and so there is no statutory assessment data available and no data to establish trends over time. There are no significant variations in performance between boys and girls. Pupils with special educational needs generally share the same knowledge and understanding as their peers and can communicate this knowledge verbally very well but a few of them lack the writing skills to communicate it effectively on paper.

74. The pupils in Years 1 and 2 are steadily accumulating a good knowledge of life processes and living things; materials and their properties; and physical processes. This reflects the good quality of the teaching, the well-organised curriculum and the effective medium term planning. The knowledge of the most able pupils, however, is not always stretched as much as it should be in terms of scientific enquiry, mainly because the specific needs of pupils with different levels of attainment are not rigorously identified in the weekly planning or incorporated into the practical work.

75. In a good lesson in Year 2, the pupils extended their knowledge of materials and their properties by investigating how waterproof a range of fabrics were. In the introductory stages of the lesson, the pupils demonstrated detailed recall of previous work on the topic and a growing ability to organise fair tests. All of them reacted enthusiastically to the teacher's suggestions to test the fabrics, which is an appropriate response at this age. About one third of the pupils immediately realised that there would be a need to control the amount of water applied to each fabric and suggested other possible variables, demonstrating a level of understanding that is relatively advanced for the age. A small number of these higher attaining pupils were able to explain clearly what constituted a fair test, a level of understanding not expected until the age of nine. All of the pupils set up a test in a similar way to each other, a strategy that ensured that basic experimental skills were taught to all but insufficiently took into account differences in pupils' existing knowledge. By the end of the lesson, all pupils had gained worthwhile experiences with fabrics and their properties, which is why the lesson was good, and the average and

low attaining pupils had extended their understanding of experimental and investigative science appropriately. The worksheet used to record their findings, however, was the same for all pupils. This, together with the similar test construction, meant that the high attaining pupils' skills of scientific enquiry, demonstrated in the early stages of the lesson, were insufficiently extended, particularly in terms of the use of measurement, making predictions, and suggesting ways of improving their work.

76. Attainment in Year 1 is on course to being well above average by the end of the school year, reflecting the large proportion of pupils in this age group who had typical or better levels of attainment on entry. In a good lesson in Year 1, all pupils showed the ability to identify properties of different materials. During a short story about building a house, the pupils made imaginative and unprompted links between the story and the materials used in their own homes and in homes in Egypt at the time of the Pharaohs. They identified the properties of hardness and strength in materials such as bricks, timber and steel and explained that it is these particular properties that make the materials useful for building walls, floors and stairs. Such knowledge and understanding is not expected until the end of Year 2. In practical activities during this lesson, one able pupil discovered the varying property of thinness in different papers and linked this to the ease or difficulty of cutting particular papers with scissors. This discovery was accidental. Although this lesson was successful in broadening all pupils' knowledge of common materials and the properties that make them useful, it did not systematically extend the knowledge of the more able pupils as much as it should.

77. Overall, the teaching is good, even with the few shortcomings that are identified, and is consistent in quality throughout the school. Methods and subject knowledge are appropriate. Strong emphasis is placed on direct teaching allied to appropriate opportunities for pupils to learn through handling, observing and experimenting. Questions are thought provoking and explanations are clear. Key terminology is well taught.

78. Leadership in the subject has not been fully delegated because of the small size of the staff. Currently, a part-time teacher acts as a specialist and is responsible for all of the teaching in the subject. This is an effective arrangement at this stage of the school's development that is leading to consistency in teaching and continuity and progression in learning. The curriculum as experienced by the pupils has breadth and balance and the documented guidance for teachers is appropriate. The assessment arrangements, however, are underdeveloped. There is no system in place to track and measure the pupils' progress and check, for example, that the more able pupils are making the progress and attaining the standards they should. Resources, including specialist teaching space, are very good.

## **ART AND DESIGN**

79. The limited evidence available indicates that standards and achievement are good. Nearly all pupils are attaining a level that is typical for their age with a higher than average proportion attaining higher standards. They are responsive to ideas and can express themselves using a range of common media. Their paintings, collage, prints, and three-dimensional work show that they are able to explore ideas and investigate them appropriately for their age. In a lesson in Year 2, for example, the pupils became very enthusiastic about silhouettes. They explored how this idea could be applied to city landscapes using a mix of watercolour wash for the sky and black card cut-outs for the skyline of roofs and skyscrapers. In discussions, they used correct terminology and they are building up an appropriate knowledge of the work of famous artists. In displayed work, the pupils show that they can mix and apply gouache watercolours competently, with good compositional skills and can emulate the paintings of artists such as Van Gogh with appropriate understanding of the key features of his work. There are no significant variations in attainment or progress between pupils of different gender. Pupils with special educational needs attain standards similar to their peers.

80. Pupils respond well to the teaching. Their work is carefully completed, with attention to detail and accuracy, and effort is sustained. The quality of teaching in the one lesson that was seen was good, reflecting good subject knowledge and detailed preparation. The lesson was appropriately organised so that knowledge accumulated and was consolidated through sufficient practical activity and careful linkage to the work of famous artists. Very good use was made of resources and exemplification.

81. Leadership and management are satisfactory given the stage of development of the school. The curriculum meets requirements and the range of two and three-dimensional work is broadly satisfactory. Previous work shows, however, that all pupils' in a class tend to complete the same tasks. While this provides a common range of experiences and ensures that all have access to the same media and basic skills, it is restricting both the opportunities for the more able pupils imaginative application of knowledge and the choices that can be made. There is no medium term planning, except in Year 1 in art; short term planning is satisfactory. Resources and

specialist teaching spaces are very good.

## **DESIGN AND TECHNOLOGY**

82. No lessons were observed and judgements are not possible on the teaching of the subject. However, the pupils' past work, on display around the school and in photographs indicates generally good standards. The articles have been completed with good care and attention to detail. They show that a range of materials and techniques have been used. The teachers' planning also indicates that lessons are planned taking good account of the National Curriculum programme of study for the subject.

83. There is currently no coordinator for the subject but resources are good and the school offers good facilities for the subject with appropriate opportunities for cooking and equipment for making as well as disassembling products. The planning shows a good emphasis on the processes of designing and evaluating products to fit an identified need. The subject is often combined with learning in other subjects such as Jewish studies. For example, one set of plans refers to the design and making of a coat for Joseph. Safety and health issues are emphasised when appropriate.

## **GEOGRAPHY**

84. The limited evidence available indicates that standards and achievement are good. The pupils have learned about different localities through story and by sharing their own experiences of going on holiday. In Year 2, the pupils are encouraged to send a postcard describing where they have travelled and what they had seen on holiday. Displays around the school very effectively illustrate the opportunities that are provided for pupils to learn about life in other countries. Maps drawn by the pupils of the island which "Katie Morag" visited showed clearly several geographical features. Pupils understand how to use a key and the appropriateness of particular colours when drawing maps. Their written work shows that they are beginning to understand some geographical terms such as bay and mainland. They learn about the similarities and differences between places, sometimes in geography lessons and at other times in Jewish studies. Coverage of the subject is greater than it is in many schools. Pupils have a good understanding of the distances travelled to get to various places and there are frequent opportunities for pupils to apply their literacy and numeracy skills in this subject. For example, many pupils write postcards to school when away on holiday to add to a display as part of an ongoing theme on the travels of "Barnaby Bear". The Qualification, Curriculum and Assessment scheme of work is used throughout the school. Examination of planning files shows that staff have adopted the recommendations of the Qualification, Curriculum and Assessment scheme to fit with all other foundation subjects well.

85. Pupils enjoy the subject. In the one lesson seen, pupils eagerly volunteered to find the equator and talk about various countries bordering it. Teaching was satisfactory. The lesson was planned to build on previous work, but overall, the pupils learned very little they did not know already. This was due to a lack of clear objectives for learning in this particular lesson. There is a lack of resources for the subject, which was, in part, responsible for the shortcomings in the lesson observed.

86. As yet, there is no coordinator for the subject. The curriculum meets the requirements of the programme of study. Planning follows the structure of all other plans for the foundation subjects. There are no procedures for assessing the subject in place.

## **HISTORY**

87. Only one lesson was observed in which the subject played a part. In this lesson, there was a discussion about famous buildings in London and how the class was to prepare for work about Guy Fawkes. The pupils' past work indicates that they attain satisfactory standards. This includes both an understanding of the key elements of the subject, such as the evaluation of historical evidence, as well as historical information, such as knowledge about the Victorian era and the Gunpowder plot.

88. The pupils are interested in the subject and are keen both to answer and ask relevant questions. The work they produce is of good quality and shows they are proud of it. The pupils also have a good interest in Jewish studies, which includes aspects of the Judaic history.

89. There is no coordinator for the subject but the curriculum is planned from the recommended national scheme

of work. All the main aspects of the subject are taught and there is a good emphasis on making comparisons between historical periods. Some of this work is made more accessible to the pupils by the use of artefacts. The pupils are sometimes asked to make historical deductions and planning shows that teachers understand the main aspects of the subject well. The headteacher monitors the teachers' planning. The library has a number of books that could be used for research in the subject, although these are difficult for many infants to read.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

90. Standards in the subject are generally sound with some examples of high standards by a minority of pupils in Year 2. Overall, pupils' achievement in the subject is good. Many have access to computers at home and this enables them to practise some of the skills learnt in school. Year 2 pupils can word processed descriptions of the sandwiches they made. Pupils in Year 1 learn how to insert data into the computer to make a graph with support. Most pupils can word process. They are confident in using the mouse, even in the reception class, where children changed colours as they made random patterns.

91. The subject is given a high priority in the school development plan. The coordinator has achieved a lot in terms of preparing the staff to be confident in the use of information technology in lessons. She has led staff meetings and put in place an appropriate scheme of work. Although she collects examples of teacher's planning, the systems for monitoring this and the work in lessons are not very robust. Staff are sure about the standards their pupils can achieve. They are very confident in their own use of information and communications technology and make good use of the computers in many subjects to support children's learning, particularly in mathematics. The coordinator is aware of the shortcoming in teachers' knowledge of the levels to be attained, hence the inclusion of raising standards as a success criteria on the school development plan.

## **MUSIC**

92. Standards in singing are good. The pupils' singing in assemblies and a singing lesson were observed. The large majority of pupils sing well with a strong enthusiasm and in time. Singing is a strength in the school. The pupils learn new songs quickly and remember the words, tunes and any actions well. The pupils of Year 1 can sing a simple French round and the pupils of Year 2 sing a difficult song about the instruments of the orchestra in five parts. There was little evidence of other aspects of the subject, such as playing instruments, composing or appraising.

93. Past performances, shown in video recordings of musical events, also indicate good standards of singing and the pupils had learnt the words, the tunes and the actions to go with the songs well. However, they did not use musical instruments to accompany the songs and there was no evidence of pupils' composing.

94. The majority of pupils are interested in the subject and particularly in joining in and singing well. The pupils listen well to their teacher and follow the conducting instructions. Most pupils join in with enthusiasm.

95. The quality of the teaching of singing is good and helps pupils to learn songs very quickly. It also engenders an interest and love of the music for many, but not all, the pupils. Expectations are high and most pupils are keen to meet them, for example, the Year 2 pupils singing of a song in five parts with different words and tunes, when all the groups managed to sustain their part, although the singing of some groups had unclear pitch. This good work exemplifies the pupils' enthusiasm and the teacher's subject knowledge and high expectations. The lessons and assemblies are led at a good pace and the use of pre-recorded accompaniments ensures the quick transition between songs and maintains the pupils' interest. Some aspects of the teaching of singing, such as sensitivity to dynamics, receive less attention, but the pupils understand quiet and loud well.

96. The school is fortunate to have musical expertise amongst the staff and the headteacher teaches each infant class music once a week. The school has a basic set of percussion instruments, although with few drums, but there is little recorded music that could provide the pupils with a wide range of listening experiences. Resources need to be extended to provide for the full curriculum, especially when the school includes older pupils.

## **PHYSICAL EDUCATION**

97. Standards in the subject are high and pupils' rate of achievement is good. Pupils understand and can perform a sequence of actions. They incorporate forward rolls, sideways rolls, jumps and balances. Control and

coordination is satisfactory for their age. They become more adventurous in the sequence of movements they use and show good levels of skill in balancing and moving different parts of their body. Younger pupils responded rhythmically to the beat of a tambourine in a dance lesson. They began to change speed, level and direction in response to the music. The lessons seen included mainly gymnastics work. Little attention is given to pupils evaluating and looking at ways of improving their movements.

98. Pupils enjoy their work and co-operate well. Overall, the quality of teaching is good. Staff have a good level of knowledge and understanding of the subject and are enthusiastic. Explanations are clear and lessons have a brisk pace. The gym is well resourced.