

INSPECTION REPORT

**MATHILDA MARKS-KENNEDY JEWISH
PRIMARY SCHOOL**

London NW7

LEA area: Barnet

Unique reference number: 101376

Headteacher: Mrs S Kushner

Reporting inspector: Carol Worthington
20609

Dates of inspection: 19th – 22nd March 2001

Inspection number: 230655

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

© 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:	Primary
School category:	Voluntary aided
Age range of pupils:	2 to 11
Gender of pupils:	Mixed
School address:	68 Hale Lane Mill Hill London
Postcode:	NW7 3RT
Telephone number:	(0208) 959 6089
Fax number:	(0208) 906 2353
Appropriate authority:	The Governing Body
Name of chair of governors:	Jeremy Gubbay
Date of previous inspection:	no previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20609	Carol Worthington	Registered inspector	Science Music History Equal opportunities	How high are standards? How well are pupils taught? How good are curricular and other opportunities offered to pupils?
8986	Phillip Andrew	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
6491	Fayge Levenberg	Team inspector	Ivrit (Modern Hebrew) Geography	
31177	Martin Mangan	Team inspector	English Information and communication technology	How well is the school led and managed?
8845	Hazel Sumner	Team inspector	Art Design and technology	
5565	Bimla Thakur	Team inspector	Mathematics English as an additional language Special educational needs The Foundation Stage of learning	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mathilda Marks-Kennedy is an average-sized voluntary aided primary school with 209 pupils aged 2 to 11 years. There are more girls than boys. The kindergarten is attached to the main school and caters for 9 of these pupils, aged 2 to 3, who attend morning sessions; the pre-reception class caters for 25 children aged 3 who go on at the age of 4 to the reception class. Twenty-five per cent of pupils are bilingual in English and Ivrit (modern Hebrew), which is very high, but only six pupils are at an early stage of English acquisition. Most pupils come from the local area of mainly large, owner-occupied housing, although some are from further afield. None is entitled to free school meals. The percentage of pupils identified as having special educational needs is broadly in line with that found in most schools, but the number with statements is below average. Attainment on entry is consistently above average. Over the past three years, the school has undergone considerable change from its private status and a new headteacher took up her post in January 2001.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features; academic standards are high, fulfilling the aim that 'He who has understanding has everything'. High standards have been maintained, despite the recent changes, supported by the underlying values and philosophy of the school and the continuity of its governing body. The new headteacher has already influenced teachers' planning and methods and the high proportion of very good teaching seen during the inspection bears witness to this. Staff, governors and parents are united in their desire for improvement in all areas. The school gives sound value for money.

What the school does well

- The headteacher and governors give strong leadership and management.
- It has a strong ethos based on Jewish values and beliefs, which underpins all its work.
- High standards in English, mathematics, science and history in Years 3 to 6.
- A high proportion of good, very good and some excellent teaching ensures that pupils learn well.
- It has very good provision for spiritual, moral and cultural education.
- It promotes very good attitudes to learning, concentration and effective group work.
- It has very good pastoral care, which enables pupils to apply their energies to learning.
- It has a very good partnership with parents who are kept well informed about their children's progress.

What could be improved

- Standards of attainment in physical education, and in some aspects of music, geography, information and communication technology (ICT) and design and technology, which are inconsistent because aspects of the National Curriculum are not yet in place.
- The use of assessment.
- The progress of children under five, especially older ones and those of higher ability.
- The progress in learning Ivrit in Years 3 to 6.
- Delegation of management responsibilities to co-ordinators and redefining the role of the deputy head.
- Teachers' non-contact time, which is not used efficiently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first time the school has been inspected.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			Key
	all schools		similar schools	
	1999	2000	2000	
English	A	A*	A*	very high A*
Mathematics	A*	A*	A*	well above average A
Science	B	A*	A*	above average B
				average C
				below average D
				well below average E
				very low E*

Standards in English, mathematics and science in Years 3 to 6 are well above those found in most schools. In 2000, the average National Curriculum points score obtained in tests for 11 year-olds showed attainment in English, mathematics and science to be very high and in the top five per cent when compared with all schools and those of similar intake. The standards achieved by seven-year-olds in the tests in 2000 were close to the national average in reading and mathematics and above average in writing. Compared with similar schools, achievement was well below average in reading, below average in mathematics and average in writing. Teacher assessment of science showed standards were above average. Current attainment in these subjects in Years 3 to 6 is similar to that shown by national test results and has improved to above average in Years 1 and 2. Although the current year's baseline assessment has not been completed, observation shows that this is above average, but progress in the development of English literacy and numeracy in reception is slower than expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The quotation from the scriptures 'Who is honoured? He who honours others' encapsulates much of the underlying philosophy of the school. The values espoused by the school underpin the attitudes and values of the pupils in their relationship with the whole school.
Behaviour, in and out of classrooms	The good behaviour reflects the attitudes of the children and the way in which the school's behaviour policy is understood and consistently applied across the whole school.
Personal development and relationships	Satisfactory. Relationships between pupils, and between pupils and adults, are good, but the development of the acceptance of personal responsibility is limited; few opportunities are given for children to be leaders, for example as members of a school council or prefects.
Attendance	Very good and well above the national average. The incidence of unauthorised absence and late arrival is minimal.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 57	Satisfactory	Good	Good

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

The quality of teaching in National Curriculum subjects and Ivrit is good overall. Of the 57 lessons seen, 74 per cent of teaching was good or better, 42 per cent was very good and nine per cent excellent; the other seven per cent was unsatisfactory. The best lessons have clear, challenging learning objectives which teachers share with their pupils at the outset and teaching is firmly based on them. Pupils are encouraged to work independently, with high expectations explicit. In the few unsatisfactory lessons, pupils are engaged in unfulfilling tasks and are not well managed; teachers' subject knowledge is insecure and they show a lack of confidence in behaviour management, so that pupils who do not keep to their task, for example, are not corrected. Class teachers' knowledge and understanding are a strength in many areas, particularly in English, mathematics, science, ICT, history, singing and Ivrit, but are weaker in physical education and music, since part-time specialists teach these subjects. Pupils with special educational needs are given extra adult support and extension work is produced for the more able in many classes as soon as they are ready to move on to it. Most teachers recognise the above average ability range in the school and match their expectations to it. In Ivrit, however, in Years 1 and 2, little distinguishes native speakers and English children; work is not set according to ability and there is little support for pupils with special educational needs at any age. Literacy and numeracy are taught well in Years 1 to 6 and satisfactorily to the under fives, although here there is too little emphasis put on the development of both literacy and numeracy through structured activities relating to the whole curriculum for children under five.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is satisfactory, but does not meet all statutory requirements for geography, ICT, music, or physical education in Years 3 to 6. English and mathematics are given a high priority and about 20 per cent of curriculum time is taken up by Ivrit and Jewish studies. The school works a longer day to cater for its broader curriculum.
Provision for pupils with special educational needs	Provision for pupils with special needs is very good throughout the school and the Code of Practice is in place. Teachers successfully adapt their teaching plans to ensure that pupils have access to the whole curriculum. Additional support is mostly available during literacy and numeracy sessions. Individual targets are specific and there is due emphasis on enhancing skills in literacy and numeracy. However, there is limited support for pupils with special educational needs during lessons in Jewish Studies and Hebrew and the well-qualified special educational needs co-ordinator does not have a teaching commitment.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. Traditionally, the school has established very good systems of providing additional in-class support through class teachers, specialist staff and support assistants, but there is no documented policy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good for spiritual, moral and cultural development. Provision for social development is good, but there are few opportunities for pupils to take responsibility.
How well the school cares for its pupils	Procedures for monitoring pupils' academic performance and personal development are very good. The school works very well in partnership with parents. Links through regular information from the school, particularly

	about progress, are excellent and parents make a very good contribution to their children's education at home.
--	--

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides effective, resourceful and supportive leadership, with a clear vision for the educational direction of the school. She has already made her mark on the school, having monitored and evaluated teaching, establishing certain practices, such as checking lesson plans. Parents are very appreciative of the weekly newsletter she writes and sends home to them. She receives good support from all staff and from the governing body. The newly formed Senior Management Team is beginning to understand its role, but that of the deputy head and co-ordinators has yet to be fully defined; line management structure is not clear. There are no co-ordinators for Ivrit, geography, history or assessment.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibility very well, meeting regularly to oversee the work of the school. Governors are active, well informed, make regular visits to the school and are keen to use and extend their expertise. They are fully committed to the future success of the school and the capacity for further improvement is high. Their influence has been significant in initiating a number of recent school improvements, such as the development of ICT and the new building programme.
The school's evaluation of its performance	There is very good evaluation of its performance in National Tests. The headteacher has not been in post long enough to initiate her own development plan, but has already made a considerable impact on the development of teaching and learning and has rationalised the management structure by appointing some co-ordinators and empowering them to monitor their curriculum areas.
The strategic use of resources	Satisfactory. The school uses its funding for special educational needs appropriately and seeks the best value possible from goods and services brought into the school. The building is used as well as it can be, despite the restrictions imposed by its listed status. Teaching staff are not as efficiently used as they could be, especially in non-contact time.

The match of teachers and support staff to the demands of the curriculum is appropriate; their qualifications and training are satisfactory. Accommodation and learning resources are satisfactory. The school applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High academic standards. • Outstanding provision for Ivrit in pre-reception. • Excellent provision for art. • How the school helps all children to learn and make progress. • The attitudes and values the school promotes. • Behaviour and attendance. • Information provided by the school. 	<ul style="list-style-type: none"> • Standards in Ivrit in the upper school. • Competitive sport. • Information about how their children are getting on. • The range of extra-curricular activities.

The inspection team agrees with all parents' positive views, but judge that provision for art is good rather than excellent: effective use is made of visits to art galleries and art is used expressively to illustrate other curriculum areas, such as history. The range of extra-curricular activities is limited because of the length of the school day. Information for parents on their children's progress is excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are no reliable data about attainment on entry to the school, but observation indicates that this is above average at present. Standards in literacy and numeracy in the reception year are average.
2. The standards achieved by seven-year-olds in the tests in 2000 were close to the national average in reading and mathematics and above average in writing. Compared with similar schools, writing was average, reading was well below average and mathematics was below average. Teacher assessment of science showed standards were above average. Standards in English, mathematics and science in Years 3 to 6 are well above those found in most schools. In 2000, the average National Curriculum points score obtained in tests for 11 year-olds showed attainment in English, mathematics and science to be very high and in the top five per cent when compared with all schools and those of similar intake. There is no significant difference between boys' and girls' achievements.
3. Evidence obtained during the inspection indicated that 11 year-olds are consistently achieving standards in English well above national expectations. They give detailed descriptions, debate, take different roles and characters in drama and formulate persuasive and comparative arguments when discussing different subjects from across the curriculum. Pupils achieve very high standards in reading and write for a relatively wide range of purposes, demonstrating very good standards in writing when they are given the opportunity.
4. Standards of English in Years 1 and 2 were found to be generally higher than those attained in 2000. Most pupils nearing the end of Year 2 are reaching good standards in reading and writing, although younger ones are not yet above average, reflecting the on-going lack of emphasis on early literacy skills in reception. Most identify favourite characters and recall the plot from stories they have read, making sensible predictions about what will happen next. Pupils' writing is formally accurate but they are given too few opportunities to write creatively and the lack of a school policy for handwriting is having an adverse effect, with too few pupils using cursive style. In speaking and listening, standards are good overall, although with some inconsistency between classes. Pupils contribute confidently to discussions and take their time, expanding sentences to convey their ideas and opinions. Standards of presentation of work in Years 1 to 6 are very variable and, in some cases, poor.
5. In mathematics, current standards are well above average by the end of Year 6 and above average in Year 2. By the age of 11, most pupils have a good understanding of tables and properties of numbers, such as square, prime, multiples, factors and square root and competently use and apply all four rules in real life contexts. Mental arithmetic is well developed. Pupils quickly learn to increase and decrease percentages in prices, using their calculators and checking if their results are accurate. They know about the Imperial units of measure, finding out rules about converting metric and Imperial units of length, mass and capacity. The most able pupils successfully solve problems of probability - for example, the likelihood of winning the lottery.
6. By the age of seven, most pupils have a good understanding of place value to at least 100 and solve problems using two-digit numbers. They add and subtract numbers in their heads, explaining their methods confidently. Pupils in Year 2 are able to get the right amount of change from 20 and 50 pence when pretending to shop. They measure the length of objects, using both non-standard and standard measures, metres and centimetres. However, in comparison with similar schools, standards for the most able pupils in Years 1 and 2 are still not as high as they should be. This has its roots in the development of numeracy in the under fives, which is not receiving enough attention and focus, and the use of a scheme in Years 1 and 2, which does not provide sufficient challenge to the higher ability pupils. The school has identified two mathematically gifted pupils in Years 5 and

- 6 who receive very good additional tuition and extension work.
7. Standards seen during the inspection in science are well above average in Year 6 and above average in Year 2. Pupils in the current Year 6 show a good understanding of forces, including gravity and friction, and use them to explain everyday observations, such as objects falling to earth. Higher ability pupils make good predictions about ways of testing the solubility of everyday solids, such as sugar and salt, and suggest valid means of separating them, for example sugar and water from tea. All pupils know the main characteristics of living things, but average and below average pupils, including those with special educational needs, have some difficulty in applying these to micro-organisms, such as yeast, especially when they consider it in its dried form.
 8. Average seven-year-olds have good knowledge of their own bodies and compare themselves with other animals, recognising that they have more in common with other mammals than birds, fish or reptiles, for example. They identify many of the properties of materials and higher ability pupils relate them to their uses, such as transparent glass for windows and an opaque material for blinds, but are not always sure of which materials are affected by a magnetic force. Pupils with special educational needs generally record their work pictorially, but are able to talk about it with some confidence.
 9. In art and design, standards of work were similar to those expected of pupils aged seven and 11 years. The best work was seen when teachers combined art with other subjects, such as history, when pupils work with pride and enthusiasm to produce, for example, colourful collages which replicate Tudor portraits. In design and technology, achievement is below average in all years, but there is good evidence that pupils go through more stages of the design process as they get older and their teachers become more familiar with requirements.
 10. In geography, the standard of work seen was below average in Years 3 to 6, but above average in some aspects in Years 1 and 2. Pupils seen working on a project about the seaside satisfactorily compared a seaside to a village, town and countryside. They showed good development of geographical vocabulary. The standard of history is above average in Years 3 to 6 and average in Years 1 and 2. Older juniors as part of their study of Victorians showed some good ability in research, revealing fascinating life histories of their ancestors. They have taken part in a lively internet debate about the Elgin Marbles, discussing knowledgeably the moral issue of whether they should be returned to the Parthenon. Younger pupils compare the lives of Mary Seacole and Florence Nightingale, recognising their many similarities.
 11. The standards in ICT of 11 year-olds are above average in certain aspects, such as the use of spreadsheets and internet for research, but lower than average in keyboard skills; pupils also do not yet have experience in scientific and technical applications such as datalogging and computer control. In Years 1 and 2, standards are about average. Pupils use the mouse with confidence and demonstrate good understanding of the use of particular programs.
 12. Pupils' standard of attainment in Ivrit (Modern Hebrew) is above average in Years 1 and 2 and average at the end of Year 6. In Years 1 and 2, pupils build on the outstanding achievement in the Foundation Stage when they learn to name objects found in a classroom and in the home, extending their vocabulary of fruits, vegetables and other foods. In Year 2, pupils begin to learn to read Hebrew phonetically. Progress through Years 3 to 6 is stilted and standards drop noticeably. Their reading ability is variable, some reading slowly and inaccurately, others, especially those from Hebrew speaking homes, reading with a greater degree of fluency.
 13. The standard of singing throughout the school is good, but other aspects of music are taught haphazardly, with the range of activity being severely curtailed by time allocation; pupils reach above average standards in what they do. Attainment in physical education is barely in line with the national expectation at any age. Upper juniors demonstrate good basic skills and understanding when participating in team games, but are insecure in how to plan and adapt tactics to initiate improvement. They also demonstrate immature understanding of how to identify what makes a performance effective in basic gymnastic routines. In Years 1 and 2, evidence indicates that a significant minority of pupils is insecure in their understanding and skills development. Some

teachers lack expertise in physical education.

14. Inconsistency of standards in non-core subjects reflects the school's change in status from being an independent school to becoming voluntary aided. Some subjects have not been fully addressed until fairly recently, particularly Information and communication technology (ICT) and design and technology. Other subjects, such as music, had not followed the National Curriculum, although much work was done in other ways, especially in providing music for the celebration of festivals, demonstrated in the high standard of singing.
15. Progress made by pupils with special educational needs is good because the degree of need is modest, except for the few with statements, and most attain average levels. Bilingual pupils make good progress because their English is as good as their Hebrew in most cases. The gifted and talented pupils make very good progress but despite the above average ability of most pupils, only two have been identified; these are in mathematics.

Pupils' attitudes, values and personal development

16. This is a school with a very strong ethos reflecting the strength of Jewish family values. The quotation from the scriptures 'Who is honoured? He who honours others' encapsulates much of the underlying philosophy of the school. The values espoused by the school underpin the attitudes and values of the pupils in their relationship with the whole school.
17. Pupils come to school willingly and start the day with enthusiasm. In the answers to the parents' questionnaire, all agreed that their child likes the school. Their children are involved and very interested in the activities at the school and take part in many projects, such as producing a coloured brochure on aspects of the Jewish faith for pupils in a partner school. In the classrooms they work well together and are helpful and co-operative. Bilingual pupils are well motivated and are keen to take an active part in their learning. They listen attentively and respond well during focused activities. They try very hard to do their best and achieve their set objectives.
18. Behaviour is good in all areas of the school. In the parents' questionnaire, 99 per cent of parents agreed that behaviour is good. Of the lessons seen, behaviour was good or better in 82 per cent and satisfactory or better in 95 per cent; where behaviour was unsatisfactory, this was a reflection of the standard of teaching. No instances of bullying were seen during the inspection and there are no exclusions. The good behaviour reflects the attitudes of the children and the way in which the school's behaviour policy is understood and consistently applied across the whole school.
19. Relationships between pupils and between pupils and adults are good. There is great respect shown for the feelings and values of everyone which reflects the overall belief that there is a shared responsibility for looking after each other. These values and attitudes enhance the development of the children, but the development of the acceptance of personal responsibility is limited; few opportunities are given for children to be leaders by being, for example, a team captain or a class representative on a school's council.
20. Attendance is very good at 96.7 per cent, which is well above the national average. The incidence of unauthorised absence and late arrival is minimal. Registration takes place promptly at the start of the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching in National Curriculum subjects and Ivrit is good overall. Of the 57 lessons seen, 74 per cent of teaching was good or better, 42 per cent was very good and nine per cent excellent; the other seven per cent was unsatisfactory. The best lessons have clear, challenging learning objectives which are shared with their pupils at the outset and teaching is firmly based on them. Pupils are encouraged to work independently, with high expectations explicit. In the few unsatisfactory lessons, pupils are engaged in unfulfilling tasks and are not well managed. Teachers' subject knowledge is insecure and they show a lack of confidence; pupils who do not keep to their task, for example, are not always corrected.

22. Teachers' knowledge and understanding are a strength in many areas, particularly in English, mathematics, science, ICT, history, music and Ivrit. This enables them to motivate and challenge their pupils who, in turn, develop very positive attitudes to learning. In a junior ICT lesson, for example, the teacher's use of specific terminology such as 'icon' and 'hyperlink' ensured that pupils had as high an expectation of their learning as their teacher did and they confidently learned to make short cuts to reach websites. However, certain teachers show insecure knowledge and do not communicate well enough with the class. In an English lesson with juniors, for example, the teacher's introduction was cursory and all but the most able pupils did not gain a secure understanding of explanatory texts. Many thought they were learning about the factual content rather than the style of the text.
23. Teachers' planning has recently been the focus for development as the new headteacher has introduced a common format for lessons throughout the school and checks it weekly. This has had a very good effect, particularly on class teachers' planning, which is generally good: objectives are clear and communicated well to the pupils, often written on the board. A Year 1 science lesson gave good examples of planning activities matched well to the needs of the pupils. Pupils with special educational needs were given extra adult support and extension work was produced for the more able as soon as they were ready to move on to it. Planning by some part-time teachers, however, does not follow the common format and this results in lessons with insufficient expectation of progress, as seen in a physical education lesson with juniors.
24. Most teachers recognise the above average ability range in the school and match their expectations to it. There are particularly high expectations of junior pupils' achievement in mathematics and teachers pitch work to the ability of the pupils. They are aware of their pupils' strengths and weaknesses and this is apparent, even in the teaching of gifted young mathematicians; work on probability is well thought out and taken from various sources to provide stimulation and challenge. However, some teachers do not always get this right. In a Year 5 science lesson, for example, work was matched to the demands for average 10 year-olds rather than the obviously above-average ability of the pupils. Consequently, they underachieved and behaviour became a problem because of the lack of challenge in the work.
25. Teachers are generally good at identifying cross-curricular links, particularly regarding the use of literacy, numeracy and the growing integration of ICT skills. In a Year 2 mathematics lesson, for example, very good attention to the development of mathematical language enabled pupils to make their own number sentences confidently. In science, good attention is paid to the development of correct vocabulary and terminology. Teachers make pupils do corrections on words mis-spelt and good emphasis is put on scientific writing, such as the use of prediction, hypothesis and the tabulation of results of investigations. Numeracy is also developed satisfactorily through measurements in science and design and technology. Older pupils recently used their ICT skills well when they took part in an internet debate about the Elgin Marbles, which added a great deal of understanding to their consideration of the morality of removing antiquities from their country of origin.
26. Teaching methods are good and well matched to the needs of the pupils. In mathematics lessons for upper juniors, for example, much direct teaching goes on in top sets, which is right to keep these pupils engaged in purposeful learning at a high level. Not a moment is lost, although sometimes, the 45 minutes does not leave long enough for an effective plenary session. Science usually involves practical sessions in which pupils increasingly learn to hypothesise and test their predictions. A good example of this was seen in the books of infants who were testing various materials with a view to making a waterproof coat or a window blind.
27. For pupils with special educational needs, the provision of work well matched to their ability and the classroom support enables them to participate fully in question and answer sessions. This was seen in a Year 6 literacy lesson where the class was identifying features of the fairy tale genre. Lessons like this are made more interesting for all by the dramatic style adopted by some teachers.

28. The quality of classroom support for bilingual pupils is good in meeting their day-to-day needs and in helping them to take an active role in classroom activities and in their learning. Teachers' expectations of bilingual learners are high and this gives a good incentive for pupils to try their best. Activities are suitably challenging and lead to pupils reaching their full potential. The needs of more advanced learners of English are well considered when work is being set. As a result, pupils generally make good progress.
29. The use of support staff for other pupils is satisfactory. Where they focus on groups of pupils or individuals, support is good as they share the teachers' plans and know what they are doing; where they are generally helping in the class, it does not help raise the attainment of any particular group of pupils so well. Other resources are used imaginatively in some classes, for example toys and the internet in history, but dully in other classes where too many work sheets are used. In reception and Year 1, books for shared reading are limited and the selection available lacks the wide variety found in many schools.
30. The good relationships between teachers and pupils are a strength and were seen to generate good involvement of all pupils, for example in Year 3 English lesson. This enabled pupils to respond quickly and accurately to a good variety of open and closed questions about the qualities necessary in books for young children.
31. Day-to-day assessment is thorough and accurate; most teachers mark work promptly and make helpful comments for improvement. In Years 3 to 6, many are insistent that work must be corrected before going on, especially spellings. However, some work is clearly not marked, as seen in the books of an upper junior English class, for example, where many exercises were apparently unseen by the teacher and pupils were not able to learn from their mistakes. Most teachers assess progress in the core subjects regularly and keep up-to-date records of progress, but some do not use this effectively. In a Year 5 English lesson, for example, pupils had a firm understanding of the work on clauses at the beginning of the lesson. They had done this work before, indicating that assessment had not been used in planning this lesson. More able pupils found it far too easy.
32. There is no assessment co-ordinator and not all teachers use the same systems; for example, there is a lack of standardised testing to National Curriculum levels. This is being recognised, however, and consistency is beginning to happen in science, for example, with the Science Day assessments of the 'spinner' investigations. There is insufficient use of assessment of under fives to move every child forward in learning, although this is gradually being developed in the pre-reception. Assessment is not specific enough in establishing what every child can do, nor yet embedded into teachers' planning.
33. Teachers regularly extend the taught curriculum by the use of homework, which extends the brighter pupils. Gifted pupils in mathematics, for example, are given homework to do to calculate the probability of winning the National lottery with certain number combinations. All children are given homework, even the very young who take a book home. Despite some parents' expressed concerns about the value of homework for any child in a primary school, inspectors found that the amount given is appropriate for each age group and extends the curriculum very effectively without overloading the children.

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

34. The school's curriculum is satisfactory, but does not meet all the requirements for geography, ICT, music or physical education in Years 3 to 6. English and mathematics are given a high priority and about 20 per cent of curriculum time is taken up by Ivrit and Jewish studies. The school works a longer day to cater for its exceptionally broad curriculum. Lessons are all 45 minutes long, which is satisfactory in most cases, but sometimes causes a rush at the end of certain lessons such as mathematics, where plenary sessions are necessarily cut short and momentum consequently lost.

35. The curriculum is broad and balanced. Since the school became voluntary aided, the management has been working towards putting the full National Curriculum in place and has adopted the QCA guidance in all subjects. Schemes of work are complete for most subjects, but some gaps are still evident. The control element in ICT is lacking, as resources have yet to be purchased. The music curriculum is incomplete because of the restrictions of time and the co-ordinator is only part-time, as is also the case in physical education; there is no co-ordinator for geography or history. The curriculum for the under fives is satisfactory, but there is not enough concentrated development of literacy and numeracy through specifically devoted time each day, nor are these areas developed well enough through the Early Learning Goals. Medium-term planning for each subject is good and improving because of the headteacher's initiative on consistency of planning style and taking account of guidance from bodies such as the QCA and commercial sources. Plans follow a consistent structure and are set out in a way that helps teachers to identify learning aims and to evaluate whether they have been met. They ensure that pupils build steadily on what they know, understand and can do as they get older; teachers are now beginning to adapt these guidelines successfully to account for the above-average ability range within the school.
36. Provision for pupils with special educational needs is very good throughout the school and the Code of Practice is in place. Teachers successfully adapt their teaching plans to ensure that pupils have access to the whole curriculum. Additional support is mostly available during literacy and numeracy sessions. Individual targets are specific and there is due emphasis on enhancing skills in literacy and numeracy. However, there is little support for pupils with special educational needs during lessons in Jewish Studies and Hebrew and the well-qualified co-ordinator does not teach, so that her valuable expertise is not being used efficiently.
37. The school does not teach the National Literacy and Numeracy Strategies as such, but all classes have a literacy and numeracy lesson every day. Standards in literacy and numeracy are high in Years 3 to 6, but, in Year 1, and, particularly, in reception, they are not as high as they could be because structured lesson time is not well used.
38. Provision for extra-curricular activities is modest, being restricted to chess, Israeli dance and a small range of physical education and music groups, such as choir and recorder groups, which rehearse for occasions such as festivals.
39. All pupils have equal access to the curriculum, including bilingual learners. Staff are skilled at speaking two languages to help pupils access the curriculum in English at their level of need. Traditionally, the school has established very good systems of providing additional in-class support through class teachers, specialist staff and support assistants. However, there is no documented policy and no specific resources to support bilingual pupils at the initial stages of learning English, but very good systems of monitoring teaching and tracking pupils' progress benefit all pupils. Jewish studies and Hebrew are well integrated into the curriculum, which makes it more meaningful and relevant to the needs of bilingual learners. The specialist teachers provide valuable support to enhance pupils' self-confidence and self-esteem.
40. The school's provision for pupils' personal, social and health education (PSHE) is of good quality, but there is no overall policy to guide its further development; neither is there any monitoring to ensure that teaching is consistently effective across the year groups. Although these features are not an essential requirement, they are highly desirable if the provision is to be enhanced in line with recent national guidelines.
41. Currently, key elements in the overall culture of the school provide strong support for pupils' capacity to form relationships and to respect individual differences. The effects of these pervasive aspects are enhanced by the religious aspects of the curriculum and by timetabled PSHE lessons; these support pupils' understanding of the social skills involved, for example in effective participation in group work. Aspects of citizenship education have been introduced, although this area requires further development. There is no school council, for example, to give pupils experience of representing their class's views in a general forum. Currently, all pupils have benefited from an age-related series of lessons provided by the police and Year 4 pupils are learning first aid skills. The science curriculum supports learning about a healthy lifestyle and contributes to pupils' sex

education.

42. Following consultation with parents, the school has developed a well-considered sex education policy which goes beyond the minimum requirement to provide opportunities for older pupils to appreciate the emotional aspects of sexual behaviour and to gain a deeper understanding of the value of marriage and of Jewish family life. Parents, teachers and health professionals are involved in the provision of a well-sequenced programme of study for pupils throughout the school. Governors have also agreed a drugs education policy, which is equally well conceived. It draws on the science curriculum, but also incorporates the teaching of life-skills. Both policies are subject to regular reviews.
43. Links with the Jewish community are good. Local and national Rabbis and political figures attend ceremonies; the Israeli ambassador and local MP/chief executive were present at the fortieth anniversary celebrations, for example. Other links with business are very good and result in sponsorship; there are links with a Jewish restaurant, various local stores, estate agents and travel agents to produce the school's Jewish New Year calendar, which includes all the children's birthdays.
44. Links with other schools are good; older pupils have given assemblies at a Church of England primary school and pupils from a secondary school studying Judaism as part of their GCSE visit the school; Year 6 pupils have prepared a well-illustrated booklet for this purpose. Links with other secondary schools are good and most pupils go to the one of their choice.
45. The school's provision for pupils' spiritual, moral, social and cultural development is very good. The headteacher provides an inspirational lead in these matters. Parents choose the school because of the Jewish values it enshrines, including the respect for others it engenders in its pupils. They recognise the very positive effect which the school has on the overall development of their children. Inspection evidence supports their judgements. An exceptionally striking example of the effectiveness of the provision in this area has been 'The Olive Branch', a published collection of pupils' poems, prayers and paintings expressing their hopes for peace in the Middle East.
46. Provision for pupils' spiritual development is very good. It is securely based on Jewish values and traditions and includes respect for the different strands of Judaism within the school. Pupils worship and celebrate Jewish festivals, such as Purim and Kabbalat Shabbat, in daily assemblies. These occasions provide for the development of spiritual insights and are especially potent in generating a shared sense of membership of a religious community. Pupils are provided with opportunities to reflect on the implications of traditional and inspirational stories for their own lives. Occasionally, stories lead to consideration of profound questions such as 'What should I value most?', 'Where is God?' and reflection on the miracle of our return to consciousness on waking. The spiritual atmosphere in assemblies has been enhanced recently by the introduction of classical music. The school is also seeking to use opportunities within the secular curriculum to enhance pupils' spiritual development. Recent examples include young pupils' reflections on the wonders of nature and their amazement at the capacity of computers to enlarge pictures. Older pupils have developed empathy through imagining themselves living as poor people in an Indian village.
47. The school provides very well for pupils' moral development. The values of respect and consideration for others underpin the caring environment of the school. The staff handbook carries the school motto and all staff demonstrate this daily as they interact with others in the school. The head of Jewish studies gives a particularly good lead. The school believes that children should develop a 'happy way of being together and that this leads to an understanding of the rights and needs of others', including those from other cultures. Classroom walls all bear a list of rules drawn up by the pupils and the school operates a positive behaviour policy based on the school's overall philosophy. Its aim is to provide a consistent framework of fairness, justice and mutual respect so as to encourage pupils' self-respect and personal discipline. A home-school contract reinforces these principles. Pupils demonstrate their concern for others by taking gifts of fruit to elderly people in celebration of Tu bishvat and by the school choir's performance of Purim songs at a local residential home, for example. Pupils also give to a range of Jewish charities and have collected money for famine in India.

48. Provision for pupils' social development is good. They have frequent opportunities in lessons to work together in pairs and small groups. Occasionally, in personal and social education lessons, they are encouraged to examine their own effectiveness in this respect. Such opportunities, with the school's expectations of its pupils, are successful in developing good social skills and a positive attitude towards work. Pupils are encouraged to become independent learners and to take responsibility for their own progress, but not to take wider responsibility in positions of leadership, for example. Homework is a regular feature and older pupils have opportunities to carry out extended individual projects at home. Pupils also take leading roles in acts of worship. Separate assemblies for younger pupils have been started so that they, too, have opportunities to increase their confidence through giving presentations. Recently, Year 6 pupils had the challenge and thrill of participating in a sleep-over at the Science Museum. There is a very significant emphasis on the school as a community and on the school as part of the wider community. Parents' participation in the life and development of the school is considerable. The overall result of these opportunities is that pupils develop a social confidence which is enhanced by a sense of belonging.
49. Provision for pupils' cultural development is very good. The school maintains close links with local Jewish communities. Jewish culture is celebrated in a wide range of contexts, including assemblies, Hebrew language teaching and Jewish studies. Jewish themes and examples are evident within the general curriculum, also. Pupils learn about, for instance, Jewish artists and musicians, synagogue melodies, Israeli songs and dances and the making of traditional, festival foods. They also experience culturally enriching activities, such as theatre and museum visits, and drama sessions which include visiting players. A recent initiative has been the introduction of elements of multi-cultural education into the curriculum of every year group. Although the broader details of other faiths are not explored in any depth, pupils have been introduced to Chinese New Year, to Hindu Diwali celebrations and to aspects of African and Japanese cultures, including Harriet Tubman's work towards the abolition of slavery. The school sees its work in such areas as central to its mission of generating pupils' respect for people from different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The school looks after the children very well, nurturing their academic performance and their emotional development through well considered and carefully implemented policies. These policies are closely interwoven so that the information can be effectively used to give parents information at each term's review annually. The collating of the information for these procedures is up-to-date and used regularly. It is a measure of the good management of the school that, with the recent high turnover of staff, these policies are so well understood.
51. The procedures for child protection are good. There is a nominated member of staff to co-ordinate this aspect of the children's welfare. All the routine health and safety checks are carried out satisfactorily and six members of staff are trained in first aid. A cross section of children was asked about the fire safety procedures and all understood the correct action to be taken.
52. The procedures for monitoring and improving attendance are excellent, as can be seen from the results. The administrative staff meticulously contact parents when absences occur and all late arrivals are noted and monitored.
53. There are effective procedures for monitoring and promoting good behaviour and for the elimination of bullying. The policies are clearly understood by the children and the staff and their implementation is consistent across the whole school.
54. Procedures for assessing pupils' attainment and progress are satisfactory. Records are held for each class and in a cumulative form for every year group from the time they entered the school. However, the use of this assessment information to guide curricular planning is not fully developed and more detailed implementation is needed to further raise standards to national averages at least in all aspects of subjects. There is currently no co-ordinator for assessment.
55. The procedures for children with special educational needs are very good and fully implemented,

with very good systems of assessment of pupils' needs in all aspects of literacy and mathematics. The very good initial assessment and the tracking of progress help to ensure that bilingual learners, too, are not at a disadvantage and work at similar levels to their peers. The planning of work takes into account pupils' identified language and learning needs and there are clear strategies for teaching and using resources to support learning. Individual profiles are well-maintained and useful in tracking pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. A stated aim of the school is to work with parents in partnership in all aspects of school life and to value their insights and contributions. The inspection found that this aim is achieved. The high attendance at the parents' meeting and the high response to the questionnaire demonstrate parents' belief in the school and their concern for their children's education. These attitudes were confirmed by discussions with parents during the inspection.
57. The school has excellent links with the parents. For example, the joint chairman of the Parents Association is invited to attend the governors' meetings as an observer. In answers to the parents' questionnaire, 96 per cent said they felt comfortable about approaching the school with any problems or questions; only eight per cent felt that the school did not work closely with the parents. Many incidents were seen during the inspection of teachers talking to parents after school. A weekly newsletter reinforces the links between the parents and the school; it particularly emphasises the family atmosphere and brings out the achievements and hard work of the children and all the staff. Communication with bilingual parents is very good and has a positive effect on pupils' achievements. Homework is a good means of maintaining a dialogue between the school and the home.
58. The quality of information provided by the school for the parents on the attainment, progress and personal development of their children is excellent. There are three meetings each year for parents to discuss their children's progress; parents at those in November and March are provided with detailed progress reports. These reports cover both academic and personal development. Before these meetings, the teaching staff meet to discuss each child and to prepare and evaluate the information for the meeting with parents. The annual report is comprehensive, covering academic and personal progress, and rates the pupils' achievements and effort across all aspects of the curriculum. The parents should find no surprises in the annual report as it is the cumulative result and summary of the information given at parents' meetings.
59. Parents make a very good contribution to school activities, supporting outside visits, regularly helping in the pre-reception class and helping with art and gardening. They also support their children's learning well at home. All the reading diaries seen, for example, were fully annotated for at least five days in every week. There is a good contribution by parents.
60. There is a strong parents' group that regularly raises additional funding for the school (£8,000 - 10,000 p.a.), which is spent after consultation with the headteacher. Good parental support and involvement provide additional security arrangements for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management of the school are good. The new headteacher is an effective, resourceful and supportive leader, who receives good support from all staff and from the governing body. Under her leadership, staff work cohesively as a caring team, committed to the achievement of high standards, which gives the school a clear sense of purpose for the educational direction of the school. She has already made a positive impact on the school and many parents commented most favourably on the speed with which she has implemented improvements, such as the introduction of a weekly newsletter and a particular review in her first week of a child with special educational needs. The school's aims are very well reflected in its daily work; staff are committed to promoting equality of opportunity for all children, including those with special needs, and strive for excellence in all round education.

62. The newly formed Senior Management Team is beginning to have an understanding of its role, but their individual responsibility for monitoring and evaluation has yet to be established. The headteacher is beginning to delegate more to the staff, who value the levels of responsibilities given to them. The deputy head is able and supportive, but has carried too much responsibility in the past and her present role is in need of definition in order to produce a job description which is manageable and enables her to carry out a few key roles efficiently. Co-ordinators for some subject areas have been appointed and this is already having a very positive impact upon raising standards of teaching and learning in these subjects, notably science, ICT, art and design and design and technology. Most show great enthusiasm for their area of responsibility; some, like the art co-ordinator, give informal but well-informed subject guidance and the science co-ordinator has brought extra dynamism to the subject, and even outside sponsorship. The ICT co-ordinator has greatly influenced the rapid development of ICT in the school. However, co-ordinator roles, at present, are not defined clearly enough. Co-ordinators have yet to be appointed for Ivrit, geography, history, assessment and the provision for pupils with English as an additional language.
63. The governing body fulfils its responsibility very well, meeting regularly to oversee the work of the school. It is very much part of the school and works hard to support school improvement. It has been stalwart during the period of change over the last three years and has given its corporate allegiance and loyalty completely to the new headteacher. The committee structure is well-established and works effectively. Governors are active, well-informed, make regular visits to the school and are keen to use and extend their expertise. They have established good links with the staff, pupils and parents. They have an exceptionally good understanding of the school's strengths and weaknesses and a clear, shared understanding of the main priorities of the school. They are fully committed to the future success of the school and the capacity for further improvement remains high. Their influence has been significant in initiating a number of recent school improvements, such as the developments in ICT, improvements in school security, book provision and the new school library. Governors are now suitably involved in setting targets and priorities for the future improvements of the school. Much time and effort have recently been spent pursuing grants for the new building, which is now able to go ahead.
64. The comprehensive school development plan identifies extremely detailed priorities for almost every aspect of the school over a three-year period. However, these were done by the previous management and priorities are not well known by all staff. The headteacher is aware of this and has plans in place to develop a shared commitment to school improvement in the next development planning cycle.
65. Although in post for barely a term, the headteacher is already making a very positive impact upon the quality of teaching and learning through an effective programme for the monitoring of teaching to ensure essential consistency between classes; it is obvious where this has taken place so far. Regular formal observations are followed up with written and verbal reports indicating areas for improvement. She knows of the need for further developments in the school's self-evaluation procedures and has clear plans to use information gathered to determine future whole school priorities and to identify professional development needs. Subject co-ordinators have not yet established classroom observations nor collected sufficient evidence systematically to gain a secure understanding of standards through the school. Overall, the school's monitoring systems are not sufficiently rigorous at present, but the headteacher knows of the need to clarify co-ordinators' roles and responsibilities and to extend this practice to all subjects of the curriculum.
66. The school has recently developed a new policy for the performance management of all staff and established secure arrangements to ensure its implementation in the near future. There is a satisfactory, but informal, system in place for the induction and monitoring of newly-qualified teachers. Those on the staff this term have been monitored by the headteacher and supported through the local authority training programmes. There is a special comprehensive staff handbook for supply teachers. The school is developing its procedures for ensuring that all staff are given access to regular in-service training. Some staff are given the opportunity to attend additional off-site courses to improve their technical expertise.

67. The school places a high priority on the additional support given to pupils with special educational needs and the number of support staff employed is good. They are usually, but not always, well-deployed in classrooms. They regularly work with groups and are relatively skilled in encouraging pupils to complete set tasks. Training for support assistants is not well-established.
68. Overall, the principles of best value are applied satisfactorily. However, within that broad category, there are areas of good practice. The educational standards reached by eleven-year-olds are high and compare very favourably with maintained primaries and, nationally, with schools in a similar context. The school meets the challenge of parents' expectations in all areas except competitive sport. The parents are very happy with the provision, particularly with the Hebrew and Jewish studies lower down the school and the academic results in Year 6. The decision-making process concerned with the creation of an annual development plan and budget is being revised to make it more inclusive. Within this context, the management still have to address the issue of the inefficient use of teachers' time in order to obtain better value for money. The purchasing of goods and services is cost effective and efficiently administered.
69. The school makes satisfactory use of resources and of specific grants and other public and private funding. The administration of the funds and the budget is efficiently undertaken by the administrative officer and monitored by the chairman of the governors' finance committee. Some subject co-ordinators are responsible for their own resources and are now beginning to help in shaping the direction of the school through their own action plans. Some, but not all, have a clear understanding of their role and are gradually beginning to provide colleagues with helpful support and advice. The targets set by the school for English and mathematics are achievable and reflect the school's commitment to high standards.
70. The school is very well-equipped with new technology. The new computer suite includes networking, a smart board and data projector. The school is directly connected, incorporating use of time controls, to an on-line server. It has a web site that was constructed by parents. Computers and e-mail are effectively used in the administration of the school. The specific grants that the school receives are properly and effectively used for the designated purpose.
71. The match of teachers and support staff to the demands of the curriculum is satisfactory. Their qualifications and training are satisfactory, but teachers' time is used inefficiently and this arises from the non-contact time created when the pupils are receiving tuition in Hebrew and Jewish studies from specialist staff and music and physical education from peripatetic staff. The co-ordinator for special educational needs, although well qualified, is not directly involved in teaching the designated pupils, which denies them her expertise. The support staff serve usefully during lessons, which helps to meet the individual needs of pupils and helps them achieve better access to the curriculum. They are well-informed about pupils' needs and make good contributions to their assessment and the recording of progress. The school uses the services of a wide range of external agencies to support pupils with special educational needs, including support services from the local authority. This includes privately paid tuition on school premises, on a one-to-one basis, from the Jewish Special Educational Needs Service.
72. The school is housed in two older buildings (one listed) plus extensions. The accommodation is restricted but is adequate for the delivery of the curriculum. The inspection noted three areas of concern, namely the school toilets, the hall and the storage area for physical education equipment. In the hall, the overhead lights are too low for ball games and there is too much furniture stored against the walls when physical education is in progress. The buildings are well cleaned and maintained. The school is not equipped at present to cater for pupils with physical disabilities, although there are plans to address this in the near future.
73. The learning resources are satisfactory but there are not enough books for geography or tools in art and design and design and technology. The new library is well stocked but there are too few books in classrooms. Resources for ICT are good. In mathematics, there is a shortage of measuring equipment and of three-dimensional shapes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. To improve standards further, the headteacher and governors should:

- (i) implement Curriculum 2000 fully by:
 - putting the full programmes of study in place for geography, ICT, physical education, music and design and technology (Paragraphs 35, 134, 139, 152, 164, 167);
 - improving teachers' expertise in all these subjects, particularly physical education in Years 3 to 6 (Paragraphs 131, 37, 151, 165, 167, 169).
- (ii) ensure that all children under five make maximum progress in their learning by planning the curriculum to provide more strongly for the development of literacy and numeracy through:
 - a short focused time for shared reading, phonic work and mental mathematics every day (Paragraphs 29, 31, 80, 82); and
 - making sure that literacy and numeracy are developed through structured play and activities relating to the other Early Learning Goals, particularly creative development and knowledge and understanding of the world) (Paragraphs 79, 82, 92).
- (iii) rationalise the management structure by:
 - ensuring that the deputy head has a job description with manageable responsibility for key areas with agreed targets (Paragraph 62);
 - appointing subject co-ordinators for all subjects of the National Curriculum and Ivrit and making sure their job descriptions include targets and time allocations for curriculum monitoring and evaluation (Paragraphs 35, 54, 62, 65, 69, 75, 106, 114, 126, 134, 139, 154, 169); and
 - appointing an assessment co-ordinator to oversee assessment consistently across the school (Paragraph 32).
- (iv) use the expertise of teaching staff more efficiently by ensuring that they spend more of their time in teaching and curriculum leadership (Paragraphs 36, 71).
- (v) raise the standard of Ivrit in Years 3 to 6 by
 - developing a curriculum scheme planned to meet the needs of the whole school (Paragraph 154);
 - appointing a subject co-ordinator whose job description includes monitoring and evaluating the complete curriculum (Paragraphs 62, 154); and
 - ensuring there is adequate support for pupils with special educational needs in Ivrit, and that teachers are aware of their English targets (Paragraphs 159, 160).

In drawing up their action plan, the governors should take these minor issues into account:

- widen opportunities for all pupils to exercise responsibility in a range of contexts (Paragraphs 19, 48, 158);
- improve handwriting and presentation of work across the school (Paragraphs 4, 94, 97, 106, 157); and
- provide more opportunities for sustained writing for a wider range of purposes in Years 3 to 6, and reduce the number of worksheets, which limit the development of writing (Paragraphs 4, 79, 100, 103, 104, 113).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	77

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	33	32	19	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	176
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9
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.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	13
	Girls	12	12	12
	Total	22	23	25
Percentage of pupils at NC level 2 or above	School	88 (84)	92 (88)	100 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	13
	Girls	12	12	12
	Total	22	25	25
Percentage of pupils at NC level 2 or above	School	88 (88)	100 (96)	100 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	15	15	15
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	100 (95)	100 (100)	100 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	15	14	15
	Total	22	24	25
Percentage of pupils at NC level 4 or above	School	88 (90)	100 (90)	100 (95)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	37

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.7
Average class size	21.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	258

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	6

Total number of education support staff	3
Total aggregate hours worked per week	90

Number of pupils per FTE adult	4.7
--------------------------------	-----

Financial information

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

	£
Total income	571216
Total expenditure	538239
Expenditure per pupil	2639
Balance brought forward from previous year	26515
Balance carried forward to next year	59492

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	52	41	2	0	5
Behaviour in the school is good.	55	44	0	0	1
My child gets the right amount of work to do at home.	39	34	6	3	18
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	34	50	13	1	2
I would feel comfortable about approaching the school with questions or a problem.	80	16	0	1	3
The school expects my child to work hard and achieve his or her best.	63	29	3	1	4
The school works closely with parents.	56	34	7	1	2
The school is well led and managed.	56	34	2	0	8
The school is helping my child become mature and responsible.	61	36	0	0	3
The school provides an interesting range of activities outside lessons.	13	43	24	7	13

Other issues raised by parents

The standard of Ivrit in Years 3 to 6.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

75. The school has a part-time kindergarten for 2 to 3 year-olds who then join the pre-reception class. Although there are no assessment data at this stage, observation shows that these children are above average in social development and speaking, whatever their first language is. During the pre-reception year, they maintain these standards in most aspects of their learning so that children in reception start their education with above-average standards in personal and social development, spoken language, early mathematics and in physical development. After their fourth birthday, they join the reception class, but, in this year, the rate of progress becomes slow and, by the end of the Foundation Stage, although children make satisfactory gains in most areas of learning, progress in reading, writing and mathematics is currently unsatisfactory, with standards lower than expected for the ability of the children. The learning of these children has been affected by the frequent change of teachers, resulting in some loss of continuity and progression from learning in the pre-reception year. This situation has not been monitored satisfactorily by the relevant co-ordinators; there is no literacy co-ordinator at present. There is insufficient help for the new teacher with planning and assessment to ensure continuity from one class to the other.
76. The curriculum for the under fives has recently been reviewed and takes into account the Early Learning Goals. However, the planning is insufficiently focused on children achieving them. Often, activities in the reception class are planned in detail but the learning objectives are not clearly linked to the Early Learning Goals. Consequently, teachers' observations of children's learning are not as useful in planning the next stage of work as they could be. In contrast, individual observations are more useful in planning work for children in the pre-reception class. Different systems of planning and assessment are used in both the reception and pre-reception classes and there is a lack of a shared view of children's long-term learning. The under fives' curriculum is enriched by Jewish studies and Hebrew, which provide a good basis for all activities, particularly in pre-reception.

Personal, social and emotional development

77. Most children enter the reception class with good personal and social skills. Provision for development is good and underpins all areas of learning, including Hebrew. Most children achieve the Early Learning Goal by the time they leave this class. Teaching is satisfactory overall, with some good features in management and organisation, and children enjoy and respond well to activities, showing positive attitudes to their learning. Teacher and support assistants use circle time well, rolling a dice to enable children to speak; activities are generally used well to develop children's social skills, although there were some missed opportunities for teaching children how to take turns while speaking in a group. The teacher allows some children to talk for too long; others do not take part. Children's behaviour is good and they can tell right from wrong. While talking about the queen bee and workers, children in reception were able to say why it is important for them to observe rules.
78. Teaching is good in the pre-reception class, with some very good features which allow children to choose confidently and organise their own activities under direction, usually remaining on task for a good length of time. They consider carefully how they can help each other, other people and members of their own family. Teachers provide good opportunities for them to learn about Jewish customs, values and beliefs, making good use of art and craft work and cooking to develop their ideas. Children celebrate important events, such as birthdays and festivals such as Purim, Chanukah and Pesach, responding in their own ways, and also learn to respect how other people celebrate their festivals, such as the Chinese New Year.

Communication, language and literacy

79. Most children speak with confidence and assurance to each other and to adults. They talk about

their recent visits to places of interest and about their weekend activities. They listen attentively to what others have to say and write about their experiences. Their listening and speaking ability is well developed by the time they are ready to leave the reception class. That in reading and writing, however, is less well-developed, as a result of the lack of systematic teaching and a carefully considered programme to develop language and literacy through all other learning goals. Children make unsatisfactory progress in English. The standards achieved by children under five are, therefore, below the expectations of their above average ability on entry to the school.

80. There is a well-organised book area in reception and children enjoy listening to stories that are read to them, although the range is rather narrow. Most children know that print carries meaning and that it is read from left to right. They help their teachers to make their class books, such as 'The very hungry Reception caterpillar'. They read their own short sentences, written with help from adults, and a few simple words from the reading scheme books. Children are beginning to be aware of the initial letters and sounds and most copy short sentences written by their teachers, some with additional help. They are beginning to form recognisable words and letters, although some write backwards as in Ivrit. Reading books are sent home for the parents to read with their children, but there is insufficient emphasis on shared reading and subsequent phonic development, both as a class and in ensuing activities; development in reading is, consequently, slower than expected, given the high ability range of the children.
81. Children in the pre-reception class make marks in their books and read their own names and some of their friends' names. There is good partnership with parents, who often support children's pre-reading activities in class, which benefits all children. The role of the class teacher in the teaching of regular reading, however, is less well-established.

Mathematical development

82. Achievement in mathematical development is about average. Most children are in line to achieve the Early Learning Goals by the end of the reception year. They count confidently up to and beyond 20, forwards and backwards in different contexts and say which number comes before or after a given number, or which is one less or more than a given number. When asked to try, some children can manage to add and subtract small numbers in their head. Progress in mathematical development is satisfactory but, given the above-average ability of the children, this is not developed as well as it might be by the provision of daily mental sessions and reinforcement in each day's structured play activities; development is not building well on the good start made in the pre-reception class. The teaching of numeracy is not yet effective in reception because practitioners do not develop it well enough during structured play activities and there is little evidence of teaching it for short concentrated periods during the week. This is not being sufficiently monitored by the numeracy co-ordinator to make a smooth progression into Years 1 and 2.
83. The analysis of children's work revealed that children can draw repeated patterns using three shapes or colours, when given an opportunity. Children learn to match and name common two-dimensional shapes, such as squares, triangles and rectangles. Children in the pre-reception class identify number labels from one to five in different contexts, such as candles in birthday cakes, telephone numbers and by counting drops of coloured water and the number of matzos on a tray. They draw their pictures using squares, circles and triangles and, because of this good provision by teachers, they make good progress in this area and could exceed the Early Learning Goal by the age of five, provided this is systematically built upon during the whole of the Foundation Stage.

Knowledge and understanding of the world

84. Children's knowledge and understanding of the world is generally good due to the good teaching in this area. Most children are in line to reach the Early Learning Goal by the end of the reception year. Teachers' planning covers all curricular aspects of this area. Children separate past from present in ways comprehensible to them and acquire a good insight into their own culture through a range of activities. Activities, such as cooking and festival celebration of Pesach and the Chinese New Year, for instance, add a significant dimension to pupils' growing knowledge. They learn to compare the climate in England and in Israel and talk about the day-to-day weather.

85. Children in the reception class investigate natural and man-made objects and knowledgeably discuss their properties. They make jelly using powder and have tasting experiences in its liquid and solid form. They find out about the life cycle of a butterfly and confidently describe the features of a caterpillar and a ladybird. They show good imagination while they discuss the insects, for example the families of ants and ways the queen bee makes the worker bees work, comparing how their own families operate at home.
86. Children in the pre-reception class investigate the properties of materials, such as metal, plastic and wood, and use magnets to find out which objects can be attracted. They experiment with water, learning about floating and sinking of objects in water, and become aware of special Pesach foods, investigating baking.
87. Children select their own resources and tools to construct and build their designs and models. They use scissors properly, cut, fold, stick and join materials for their pictures and models, using recycled materials to good effect. Reception children have access to a classroom computer and use it regularly, satisfactorily developing mouse skills. Children in the pre-reception class frequently choose to work on the computer and show developing skills of using it on their own. They spend a long time exploring what 'Thomas the Clown' can do. There is a lack of teacher intervention to encourage girls to use the computer and insufficient records kept to ensure that all pupils reach minimum levels of skill to develop further in Years 1 and 2.

Physical development

88. Provision for children's physical development is satisfactory for those in the pre-reception class, but less so for those in the reception class. Pre-reception children have an enclosed area and a small garden patch where they use their large and small equipment and building blocks. There is space for outdoor play for the reception children in the infant playground, but the space is also used by other classes. There is a lack of suitable equipment to help these children develop their climbing and balancing skills. They have access to sand and water outside and to large and small balls, hoops and beanbags. Unlike children in the pre-reception class, they do not have ready access to larger apparatus or the use of wheeled toys. They do, however, have good opportunities to use dance and music and movement for their physical development.
89. Children learn to use a range of tools, such as pencils, scissors and paint brushes, with growing ease and control. They cut, stick and join things together. They handle well their construction toys and malleable materials such as play dough and short crust pastry. There were some good three-dimensional models of insects seen in the reception class made from recycled materials, showing children's own ideas and skills.

Creative development

90. In the reception class, children make satisfactory progress in the creative development area. Most are in line to reach the Early Learning Goal by the time they enter Year 1. They explore colour, texture, shape and form through their drawing, painting and pattern making and imaginatively use a variety of materials such as tissue paper, gummed shapes, pasta and coloured rice in their collage work.
91. Creative development through music is good in the pre-reception class. Children enjoy singing their favourite 'happy songs' and their 'rocking song' for baby Moshe' to sleep down by the river. They also sing songs in preparation for Pesach and enjoy listening to music. Teaching is good. For their music and movement, they sing a 'slave song' pretending to be slaves in Egypt and digging up and lifting stones. All these activities reinforce Jewish culture.
92. Imaginative play in the pre-reception class is good through role-play in the 'home corner', for example. Children use their imagination well in these areas, for example in preparing a table of food for their family or the visitors. However, there were some missed opportunities for extending their role-play through teacher intervention; learning tends to be too child-centred and not

sufficiently structured with clear objectives to be met. Role-play is well developed through celebrating festivals and religious activities; children dress up for Shabbat, for example. Freely chosen painting and model-making activities allow younger children to express their own ideas and feelings.

ENGLISH

93. Standards in English are well above average in Years 3 to 6 and above average in Years 1 and 2. In the National Curriculum tests in 2000, the percentages of eleven-year-olds achieving level 4 and level 5 were very high and in the top five per cent nationally. In the tests at the end of Year 2, attainment was broadly in line with the national average for reading and above the national average for writing for pupils attaining level 2. The number of pupils achieving the higher level 3 was close to average in reading and in writing.
94. Evidence obtained during the inspection indicated that pupils in Years 1 and 2 are consistently achieving standards, which are well above national expectations in reading, writing, speaking and listening. Standards in Key Stage 1 are generally higher than those attained in 2000. Most pupils nearing the end of the key stage are reaching good standards in reading and writing. In speaking and listening, standards are above average overall, although with some inconsistency between classes. The lack of a school policy for handwriting is having an adverse effect, with too few pupils using cursive style. Standards of presentation of work in both key stages are very variable and, in some cases, poor.
95. By the age of seven, pupils generally speak and listen well, concentrating for long periods of time as they listen to, read together and talk about books in English lessons. They are relaxed and are very keen to express their views. They contribute confidently and competently to discussions and offer ideas and suggestions with great enthusiasm. They take their time to answer fully, expanding sentences to convey their ideas and opinions. In these lessons, pupils with special educational needs and those for whom English is an additional language also attain good standards.
96. Attainment in reading is above average, although the rate of pupil progress varies between classes. Attainment on entry to Year 1 is below expectations, but, by the time they are seven, pupils reach above-average levels in reading, largely due to the good progress that is made in Year 2. They read a wide range of materials, fiction and non-fiction books, worksheets and poems with confidence and fluency. Some pupils in Year 1 demonstrate mature reading skills. Together, they read books such as 'Dear Greenpeace' with obvious enjoyment and talk with understanding about the texts. Most pupils in Year 2 identify favourite characters and recall the plot from stories that they have read, making sensible predictions about what will happen next. Most read with very good expression and fluency. They have a mature understanding of how words are built up and use a range of context cues in reading unfamiliar words.
97. Most pupils also achieve above-average standards in formal accuracy when writing, although not all teachers currently give them sufficient opportunities to write for a range of purposes. Their books contain a disproportionate number of formal grammatical exercises and worksheets, especially in Year 1. When they are given the opportunity, pupils demonstrate how they write independently and creatively, using a range of complex and simple sentences and a rich vocabulary. Work is usually of a good standard, although spelling is variable and standards of presentation and handwriting are significantly below expectations.
98. Throughout Years 3 to 6, pupils' attainment in speaking and listening is well above average. They not only listen to each other and to their teachers, but they use their wide vocabulary to formulate appropriate and extended sentences. Teachers also encourage them to give detailed descriptions, take different roles and characters in drama and to debate, formulating persuasive and comparative arguments when discussing different subjects from across the curriculum, eliciting high level achievement. Pupils in Year 6, for example, speak very confidently, offering a complex contribution in discussions on Terry Pratchett's 'Diggers', using words like 'imagery, parody and metaphor' with understanding.
99. By the end of Year 6, pupils attain very high standards in reading. They use higher order decoding skills and read a wide range of fiction and non-fictional materials with fluency and comprehension. They use the index, glossary, content and appendix pages to find information. The more able pupils confidently outline how to locate books within a library using a simplified classification system. Most also demonstrate mature skimming and scanning skills. They demonstrate very positive

- attitudes to reading and have a wide range of favourite authors, including J K Rowling, Roald Dahl and Jacqueline Wilson.
100. In Years 3 to 6, pupils write for a wider range of purposes, but teachers still over-emphasise formal exercises in some classes and, thus, pupils are currently given too few opportunities to engage in sustained writing or in writing across the curriculum. However, they demonstrate very good standards in writing when they are given the opportunity and good examples were found right across this key stage. In Year 3, for example, pupils demonstrate mature writing skills when composing 'Space Adventure Stories' and 'A Day in the Life of a Cat'. A high standard of writing, well above national expectations, was also seen in Year 4 work on 'Animal Adventures', in Year 5 on 'Victorian Diaries' and in Year 6 work on 'Macbeth'.
101. At both key stages, pupils with special educational needs make good progress towards their individual targets. Teachers have a good understanding of their needs and match work to them.
102. The quality of teaching is generally good in Years 1 and 2 and very good in Years 3 to 6, with variations in each. Teaching strengths in all years include good lesson planning, clear learning objectives, very good questioning skills, well structured lessons with good pace and challenge and very good pupil management. In the best lessons, such as the story writing lesson on 'The Toy That Came To Life' and the lesson on 'instructional writing' in Year 2, pupils are well motivated, listening and concentrating extremely well. Most teachers motivate their pupils well, ensuring they enjoy their work and take an active part in class discussions. Pupils generally settle down to work quickly and sensibly and most sustain effort for long periods of time. They work well together. In a small minority of lessons, however, there was evidence of a low level of challenge for pupils - especially the more able - and pupil activity and behaviour were not well managed; many pupils made little progress in these lessons.
103. Teachers use the National Literacy framework satisfactorily to guide subject planning and the school generally operates an adapted version of the literacy hour. In most classes, and in most respects, this flexibility is well used and the teachers provide a broad and balanced curriculum. Currently, there is insufficient attention devoted to word level work and the teaching of phonics in Years 1 and 2. In all years, pupils are given insufficient opportunities to engage upon sustained writing tasks. They are also given insufficient opportunities to write for a wide range of purposes and audiences. However, good opportunities are provided for the development of drama in some lessons.
104. Although there are some systems in place for monitoring pupils' progress in English, there needs to be further work in this area in order to ensure consistency of assessment and consistency in its use across the school. The marking of pupils' work is usually detailed and helpful in assisting pupils to understand what they need to improve on next, although there were inconsistencies in both key stages with some work not marked. Teachers make good use of homework opportunities to extend and enrich children's writing skills. The home reading opportunities are also well taken up and most pupils regularly take reading books home. Homework activities receive very good support from parents.
105. In both key stages, pupils in most classes use computers to word-process some of their work. In Years 3 to 6, teachers are beginning to provide pupils with increasing opportunities to use the new technology to support their learning and for research purposes.
106. At the time of the inspection, there was no co-ordinator for English, although there will be next term. Very little monitoring of the quality of teaching and learning has taken place for this reason. The new co-ordinator is aware of the need to develop the school's policy for handwriting, to increase pupils' writing opportunities and to extend work on developing pupils' phonic skills.
107. English makes a sound contribution to the spiritual, moral, social and cultural development of pupils, such as in the publication of 'The Olive Branch', which contains pupils' poems and prayers.

MATHEMATICS

108. Pupils' attainment in mathematics is well above average by Year 6 and above average in Year 2. In the National Curriculum tests in 2000 for eleven-year-olds, pupils attained standards in the top five per cent of all schools. Similar results were attained in 1999. The school has exceeded its own targets for 2000. The test results for 2000 for seven-year-olds show that pupils attained standards that were in line with the national average, but below average compared with similar schools. The last three years' results show a rising trend in achievement. Targets for the current Year 6 pupils are similar to last year's.
109. By the age of 11, most pupils have a good understanding of tables and the properties of numbers, such as square, prime, multiples, factors and square root, and competently use and apply all four rules in real life contexts. They work out calculations in their heads quickly and accurately. They are competent in using their calculator and written methods to check their results and develop a good understanding of equivalence in fractions, percentages and decimals, rounding decimal numbers to the nearest tenth or hundredth. They understand the language of ratio and probability well and have many opportunities to solve problems in real-life situations. The most able solve more complex problems and carry out independent investigations with zeal. They quickly learn to increase and decrease percentages in prices, using their calculators and checking if their results are accurate; they know about the Imperial units of measure, finding out rules about converting metric and Imperial units of length, mass and capacity. The most able pupils successfully solve problems of probability - for example, the likelihood of winning the lottery.
110. By the age of seven, most pupils have a good understanding of place value to at least 100 and solve problems using two-digit numbers. They add and subtract numbers in their heads, explaining their methods confidently. Pupils in Year 2 were seen 'shopping' with money, getting the right amount of change by using 20 pence, 50 pence or pound coins. They also showed an appreciation of symmetry in the letters of alphabet, in both lower case and upper case letters, and gave clear explanations why some letters are not symmetrical. They measure the length of objects using both non-standard and standard measures, metres and centimetres and successfully learn to find the difference between two two-digit numbers, using this knowledge in practical contexts. However, in comparison with similar schools, standards for the most able pupils in Years 1 and 2 are still not as high as they should be. This has its roots in the development of numeracy lower down the school, which has not received enough attention and focus, and the use of a scheme in Years 1 and 2, which does not contain sufficiently challenging work.
111. Teaching throughout the school is very good and has a good effect on pupils' learning. A high proportion of teaching observed was good or very good; some excellent teaching was also observed. Strengths in teaching are numerous, with a high proportion of interactive teaching, very good questioning, systematic teaching of mental methods, high expectations and suitably challenging work for all ability groups. These qualities were evident in many lessons, particularly in Years 3 to 6. In Year 6 where pupils are set by ability, there are, in addition, individual plans of work for the gifted as well as for pupils with special educational needs. Pupils with English as an additional language are expected to reach similar standards in their work as the rest of the class. Teachers have very good subject knowledge in mathematics and pupils enjoy being challenged through teachers' questions and problem posing. Pupils are highly motivated during their mental and oral activities and participate actively in discussions. They behave well during lessons and concentrate on their tasks. Throughout the school, teachers ensure pupils make good use of their time and, by the end of the sessions, which are generally short, they produce a reasonable amount of work. A certain restriction occurs in learning Years 1 and 2, however, as a result of using the textbook rather extensively. The analysis of work revealed a narrow range of work at the same level for pupils of all abilities. This is in direct contrast to good practice observed in Years 3 to 6, where teachers use a variety of methods and text books to ensure that work equally challenges the higher ability pupils, the lower and middle ability pupils and further restricts the developments of higher standards in Years 1 and 2.
112. The school has successfully implemented the National Numeracy Strategy and has adapted it well to suit its own needs. The programme has a good effect on achieving uniformity of practice across the two key stages, but too little notice is taken of it in reception. Lesson planning shows clearly what is to be learned and teachers share this frequently with pupils. Teachers' questioning provides

- very good opportunities for pupils to explain their methods of work, using a good range of mathematical terminology. The whole class teaching of mental/oral methods of calculation is a strength in all years. Pupils learn quickly and show good mental agility. Due to timetable restrictions, there is less time left for the plenary, the final part of the lesson. Although teachers resolve this by continuing the same work in the next lesson, there is some loss in momentum and consolidation. The analysis of pupils' work revealed that there are limited opportunities for the higher-ability pupils to use their skills in problem solving, using numbers to 1000.
113. Literacy in mathematics is well-developed through mental and oral activities and the plenary sessions. However, there is some scope for extending the use of writing in mathematics by using fewer worksheets. School displays show some good examples of integrating mathematics with other subjects, such as science and geography. Pupils make good use of the computer for work in data handling. They draw and interpret a variety of charts and graphs, using them to communicate their findings, for example showing distance of places from London, average monthly temperatures in London and newspapers read at home.
114. The mathematics' co-ordinator, also the deputy head, provides very good leadership and has a clear view of the subject's strengths and weaknesses. This has contributed significantly to high standards in mathematics in Years 3 to 6. She has recently started teaching mathematics in Year 2 to extend her responsibility with this age group, but she does not have enough time to lead the subject throughout the school and her role is not yet clearly defined to enable her to monitor the curriculum fully. The brief policy statement in mathematics does not provide enough detailed guidance for teachers throughout the school, including that for the under fives, and how this progresses into Years 1 and 2.
115. Teachers make very good use of mental/oral tests and written tests to assess pupils' understanding of the taught topics. As a result, they are well informed about pupils' strengths and weaknesses. They record and use this information well to plan the next stage of work and to set appropriate pupil targets for the future. Teachers set homework regularly, which helps to consolidate and to extend work started in school.

SCIENCE

116. The standard of science as shown by the National Curriculum test results in 2000 for 11 year-olds is very high. This school was in the top five per cent of the country as a whole and also when compared with schools of similar intake. All pupils gained at least the average level 4 and over 80 per cent the above average level 5. This was an improvement on the previous year's results, which were themselves above average. Boys did slightly better than girls. In standardised teacher assessment for seven-year-olds, pupils were also well above average in the number achieving level 2 and above average in that achieving level 3. There was no significant difference between boys and girls. Standards seen during the inspection concur with these test results; although the ability of the pupils in the current Year 6 is not as high as that of their predecessors because of the number of pupils with special educational needs, at least half look set to achieve the higher level. The overall standard is judged to be well above average in Year 6 and above average in Year 2.
117. Pupils in the current Year 6 show a good understanding of forces, including gravity and friction, and use them to explain everyday observations, such as objects falling to earth. Higher ability pupils make good predictions about ways of testing the solubility of everyday solids, such as sugar and salt, and suggest valid means of separating them, for example sugar and water from tea. All pupils know the main characteristics of living things, but average and below average pupils, including those with special educational needs, have some difficulty in applying these to micro-organisms, such as yeast, especially when they consider it in its dried form. Pupils with special educational needs show good understanding of scientific concepts in relation to their ability, although their written work is often sparse. About half the current 11 year-olds come from families where English is the second language, but this does not noticeably affect their understanding of science.
118. Average seven-year-olds have good knowledge of their own bodies and compare themselves with other animals, recognising that they have more in common with other mammals than birds, fish or reptiles, for example. They identify many of the properties of materials and higher ability pupils

relate them to their uses, for example transparent glass for windows and an opaque material for blinds, but are not always sure of which materials are affected by a magnetic force. Pupils with special educational needs generally record their work pictorially, but are able to talk about it.

119. Teaching is good overall in both key stages. Due to timetabling and staff illness, only four lessons were observed during the inspection. Of these, three were good and one unsatisfactory. However, it was obvious from pupils' workbooks and the many displays of work in the school that science has a high focus. Most teachers have a good knowledge of the science they teach to their classes and this is enhanced by the very good in-service training and whole-school focus days set up by the co-ordinator, who herself has excellent knowledge of science at this level. She works hard to develop the subject. For example, a recent whole-school science day focused on an investigation into air resistance and gravity; each class designed 'spinners', which pupils tested at their own level of understanding, forming a good view of achievement levels across the school and giving all teachers good experience of assessing their class against the QCA guidance for their age. This also served to reinforce the above average ability of pupils throughout the school and identified further the need to add more challenging material to the guidance to allow the higher ability pupils to reach their full potential.
120. Teachers reinforce basic literacy well during science, introducing scientific vocabulary for each unit of work and checking that it is used correctly. In Years 3 to 6, spelling mistakes are corrected and pupils have to write out the corrected word three times, which helps them to consolidate correct learning. Numeracy is used well in measurement, for example of plant growth, or of distance dropped by paper 'spinners'. ICT is starting to be used well in some years. Year 1, for example, use specific science software during their studies to identify parts of a plant and Year 6 use some interactive websites, such as that from the Natural History Museum, in their woodlice survey. Last term's database work focused on scientific data and involved graphs, but there is, as yet, no opportunity for pupils to use their own data generated by datalogging during the course of an investigation, nor ways of controlling mechanical movements of devices which could be used to illustrate mechanisms in design and technology.
121. Teachers' planning is generally good, following a common format begun this term. In most classes, work is pitched at levels which challenge all pupils, regardless of their ability. This is not yet followed by all temporary teachers, however, which results in work sometimes not being pitched at the right level. In Year 5, for example, work was pitched at level 4 in the reproduction of flowering plants, with no extension work provided for those who were clearly able to move on to more difficult work at the higher level 5; this led to some behavioural problems which disrupted the learning of the rest of the class.
122. It is obvious from pupils' books and the lessons observed that most teachers use a good variety of methods, which enable pupils to gain good understanding of scientific concepts and terminology. They are now introducing scientific enquiry methods, too, with an emphasis on controlling variables and on the accuracy of results. In a Year 1 lesson, for example, pupils were reminded of how they had made their plant growth investigation fair by recapping on the variables, the teacher encouraging pupils to remember that the amount of water had remained the same. They were then able to recall that light and temperature were varied and wrote these down in a results table prepared by the teacher.
123. Lessons proceed at a brisk pace usually and teachers aim to cover a great deal of work, showing high expectation, based on the high ability of many pupils. A lesson on teeth and their function, for example, resulted in pupils in Year 3 knowing how many teeth the average child and adult have and the function of the different types, such as molar and incisor. The teacher cleverly related dental hygiene to an element of personal and social education, considering how often children should brush their teeth and the best way of doing it.
124. Most teachers manage and organise pupils well, showing good knowledge of their ability and attainment in science. This is based on thorough assessment at the end of each module of work and also knowledge of their literacy and numeracy achievements. Year 6 pupils, for example, sit in ability grouped tables for science which enables work to be pitched to their level and it was very

noticeable that some pupils had a very good grasp of the characteristics of living things, which helped them to understand quickly how these could be applied to their dried yeast granules. Others did not fully understand until much later on, but this did not hold back the brighter ones as they were working with a group of pupils on harder work at their own level. The teacher skilfully brought all groups together in a well planned plenary session in which all pupils' perceptions of microbes were reinforced, leaving them in a good position to benefit more from the homework they were set. This extended the topic into knowledge of products which use properties of microbes beneficially, such as yoghurt, cheese and antibiotics.

125. The co-ordinator leads the subject very well and has good vision for its further development. She is very enthusiastic about science and enriches the curriculum in many ways. A science week was held, for example, where pupils gained a very good understanding of the jobs which scientists do by visits from practising scientists (many of them parents). They also learned that science can be the subject of poetry and drama when Year 6 pupils read their science poetry and performed a play. Her membership of the Association for Science Education brings many benefits to the school, for example, the provision of sponsorship which has enabled the school to be supplied with a sophisticated 'light bank' for studying the fast growth and reproduction of plants, which is proving very valuable in all years.
126. The co-ordinator does not yet have a clearly defined role throughout the school to monitor the curriculum fully. Whilst continuity between infants and juniors is satisfactory because the QCA guidance is being used, there is insufficient liaison with the under fives in the Early Learning Goal for knowledge and understanding of the world. The datalogging element of ICT is not yet adequately developed, although the co-ordinator is well aware of this, and assessment procedures are not yet consistent throughout the whole school.

ART AND DESIGN

127. Standards are broadly in line with those expected of pupils of seven and eleven years. Pupils, including those with special educational needs, make satisfactory progress, a minority exceeding the expected standard by the end of Year 6. Teaching is satisfactory overall and sometimes good in Years 3 to 6.
128. No lessons were available for observation in Years 1 and 2, but scrutiny of pupils' work showed that teachers are providing a suitable range of artistic experiences for the age group. In Year 1, pupils produce lively self-portraits using charcoal. They make collages using a variety of materials, a few pupils achieving imaginative effects with natural materials such as twigs, leaves and grasses. By the end of Year 2, pupils have progressed to weaving of various kinds, simple tree sculptures and colour mixing using poster paints. Although a range of shades is achieved, the images produced indicate that teachers' expectations of the age group are too low overall.
129. The work of older pupils shows increasing confidence and a growing enthusiasm for art. Teachers' subject knowledge is more secure, their expectations of the pupils are higher and pupils are provided with more stimulating challenges. In Year 3, for instance, pupils study the work of sculptors such as Henry Moore and Brancusi, making their own sculptures from clay or rolled newspaper. They use aqua pastels effectively to produce sensitive paintings of flowers. Older pupils visit national galleries and develop analytical skills, using their sketchbooks to record how artists convey the impression of movement, for example. They learn to use pastels to convey nuances in the colour of fruits, poster paints to capture the bleakness of winter scenes and water colours to create images of Spring. Sometimes, teachers combine art with history. This enhances pupils' interest and they work with pride and enthusiasm to produce colourful collages which replicate Tudor portraits, or carefully drawn images of Greek pottery, for example. Some pupils undertake extended, independent studies of the life and work of artists such as Van Gogh and Chagall.
130. The art policy is to be updated and a new scheme of work developed. Special attention is to be given to the development of pupils' artistic vocabulary and to planning for progression in pupils' appreciation of how to manipulate key elements such as colour, line and pattern to create different artistic effects. Teachers across the school benefit from the informal but well-informed subject

leadership provided.

DESIGN AND TECHNOLOGY

131. Standards of work are below expectations, although some work at the end Year 6 approaches a satisfactory level of achievement. Recent support for teachers has improved provision in the subject so that teaching is broadly satisfactory and pupils are now making sound progress. However, their previous experiences in the subject has been limited, reducing pupils' current level of expertise.
132. No lessons were available for observation of teaching in Years 1 and 2, but scrutiny of pupils' work showed a limited range of design and make experiences and low levels of expectation with regard to construction and evaluation skills. However, one key strength is emerging. Teachers are showing increasing familiarity with the stages in the design-and-make process, using it to take their pupils through some of the necessary procedures. In Year 1, for example, pupils were taken to observe children's play areas before designing and making their own playground models using junk materials. Year 2 pupils examined commercially produced hand puppets before designing their own, simpler versions which are to be tested in story-telling situations.
133. Provision is slightly more advanced in Years 3 to 6, with pupils now beginning to move systematically through the process of designing and making items to serve a purpose. These stages are recorded by the pupils who often begin by analysing the construction of commercially produced items. Year 3 pupils, for example, disassembled commercial packaging before designing and making gift boxes of their own. In a design only assignment, pupils studied catalogues and drew 'exploded' diagrams to show how chairs are constructed. By the end of Year 6, pupils have acquired knowledge of how levers and pivots can be used to create 'moving books'. The most advanced work seen involved the full application of the design and technology process, including final evaluation of the product, to the making of very attractive slippers for teenagers. Construction techniques were the most significant weakness. Another is that pupils have not yet been introduced to working with more resistant materials such as wood. The school has identified these as areas for development, along with the introduction of more sophisticated movement mechanisms drawn from pupils' knowledge of electrical and other scientific forces.
134. The current policy for the subject is to be updated and the scheme of work revised. Resources are barely adequate to meet enhanced expectations. The co-ordinator is keen but the role lacks definition.

GEOGRAPHY

135. There is little evidence of geography taught across the curriculum. Only one lesson for infants was observed during the week of the inspection and none in Years 3 to 6. Evidence from a review of pupils' books and their work on classroom walls indicates that attainment of eleven-year-olds is below average because pupils have not acquired the knowledge, skills or depth of understanding expected for their age.
136. Most pupils have had experience of drawing maps at a range of scales and have compared areas in London to other places in Britain and overseas. Year 4 pupils learning about India have researched its climate, population, language, religion, money, food and transport in addition to its farmland, hills and valleys, and have also combined a study of the environment with an imaginative design and technology project on a litter bin. In Year 6, pupils study New Zealand, including its wildlife, sports and leisure. There is evidence that they have discussed rivers, ocean depth and the Dead Sea.
137. Attainment at the end of Year 2 is above average, however, with pupils working towards level 3. Pupils seen working on a project about the seaside satisfactorily compared a seaside to a village, town and countryside. They showed good development of geographical vocabulary and responded well when asked to explain how they could tell the pictures they were shown are of the sea and not a swimming pool and how they could tell the climate. When asked to suggest words associated with the seaside, they suggested 'shingle' and 'pebbles'. New vocabulary, such as 'parasol', was

learned when discussing hot climates. Pupils' speaking and listening are good and they are encouraged to find specific information from travel brochures independently.

138. The teaching in the Year 2 lesson observed was very good. A quick review and a brisk introduction listening to a piece of music about the seaside took pupils straight into the heart of the lesson. Very good use of resources and particular questions ensured all were involved and challenged to the best of their ability. The teacher's quiet approach to classroom management had a very good impact on the positive behaviour of the children. Clear objectives and guidance resulted in the pupils being eager, interested and continuously occupied. Well-planned activities ensured that all the children made very good progress.
139. There is no geography co-ordinator. Some lesson planning using the QCA guidance is evident, but little was seen in pupils' books relating to these plans and pupils could not recall such lessons. Resources are adequate, including textbooks for teaching basic skills in geography and various teacher resources.

HISTORY

140. Although only one lesson was seen during the inspection, work seen in books and displays and discussion with pupils indicates that the standard of history is above average in Years 3 to 6 and average in Years 1 and 2. The amount of work on display shows that teachers and pupils are enthusiastic about the subject. Pupils gain good understanding of their place in history through knowledge of their ancestry. Upper juniors, for example, as part of their study of the Victorians research the first member of their family to come to Britain, producing some comprehensive and fascinating life histories of their ancestors from old records, photographs, pictures of houses and shops. Many of these had children who went to the Jewish Free School and this is the proposed destination of half the class, so this study gave personal interest to their comparison of a Victorian school with their own. This was further enhanced by a visit to a Victorian schoolroom in Holdenby House nearby. Pupils' enthusiasm for historical research shows in the well-presented work
141. Pupils study two units of history during Years 5 and 6 – Ancient Greeks and England since the 1930s – and work in books and on display shows they have a good knowledge of both. A strong feature of history provision is its cross-curricular links and visits to museums and other places of interest. Work on Ancient Greece, for example, is broadened by the art work which they do on Greek pots and vases, brought alive by a visit to the British Museum and taking part in an internet debate on the Elgin Marbles. In their study of England before and after the war, pupils developed their ability in literacy by writing lively postcards about trips to the seaside and well-conceived letters home as they imagined child refugees might have done. This showed that they had learned enough about the war years to empathise with these children. They visited Hendon RAF Museum, which not only helped their understanding of the role of the RAF during the war, but, also, their teacher took this opportunity to generate some very good scientific enquiry work into the nature of flight. Pupils also talk enthusiastically about the production in which they dramatised events of the Second World War.
142. Standards in Years 1 and 2 are similar to those found in many schools. Seven-year-olds compare the lives of Mary Seacole and Florence Nightingale, recognising many similarities and differences between them, such as both being nurses in the Crimean war, Florence Nightingale coming from a rich English family and Mary Seacole from a poor Jamaican one. Their class display shows good understanding of the mathematical concept of Venn diagrams.
143. Throughout the school, many opportunities are presented for pupils to gain understanding of the passing of time. Older ones look at the decades within the last century and come up with key events for each, which range from the sinking of the Titanic to votes for women and the foundation of the state of Israel. A significant strength in history provision is the very wide range of visits and research activities that teachers provide.
144. Children in all years go on history trips, well-supported by accompanying parents, which help bring the past to life. Year 3, for example, went to Roman sites at St Albans; Year 4 have completed a

project at the Globe Theatre, have visited the Golden Hind and drawn portraits at the Portrait Gallery during their study of the Tudors. Younger children have not missed out; they have visited the Museum of Childhood at Bethnal Green and displays in their classrooms bear witness to their fascination with old toys, which they enthusiastically compare with their own and those of older members of their family.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. Standards of attainment at the end of Year 6 exceed expectations in certain aspects of this subject. Pupils understand the structure of a spreadsheet and are beginning to create formulae for values in chosen cells. A few pupils use the 'sum' command to find total costs and show a good understanding of procedures. Pupils demonstrate very good control with the computer mouse but show only satisfactory typing skills when using the keyboard. A small minority of more able pupils type with good speed. Most pupils show good understanding of how to use ICT to store and present information in a variety of formats. They are competent in surfing the World Wide Web and use this skill effectively for researching and reporting purposes. In an excellent Year 6 lesson, for example, pupils demonstrated very high standards in locating and extracting photographs and text from the internet and a very good understanding of how to cut, paste and edit these images within a selected word processing program.
146. Standards of attainment at the end of Year 2 are in line with national expectations. Pupils demonstrate good capabilities in using ICT, using the computer mouse with confidence and skill. They describe how to select colours from a palette to create designs and produce simple pictures using several features of a painting program. They demonstrate good understanding of how to use the particular program to produce graphical representation of their data collections. They show competent understanding of how to programme a floor turtle to move and turn in a specified direction involving difficult angles and they are able to predict the results of instructions.
147. Pupils in Year 1 make satisfactory progress and use an adequate range of skills to generate and communicate ideas using text and pictures. They have also developed secure early keyboard skills, which enable them to enter and edit simple text. They demonstrate the ability to use a CD-ROM for research purposes.
148. Junior pupils change and edit text that is already stored with confidence. They know how to highlight text and enter a corrected record in a data file. They understand how to save files and to print a copy of their work. In Years 3 and 4, pupils demonstrate good standards in using a programmable control device and build a sequence of moves to complete regular and irregular shapes. They transfer these skills when programming a screen turtle.
149. The quality of teaching is very good. Four lessons were observed during the inspection: three were very good and one was excellent. All were characterised by sound preparation and planning, confident delivery, good pace and challenge and good pupil management, all of which contributed to pupils' good progress and learning. Teachers make a good choice of task that challenges and extends the pupils and focus effectively on direct teaching for understanding and skill development. They use their time well, giving direct instruction, but also ensuring that the pupils use the skills themselves. Class organisation and management are good in the ICT suite, balancing good use of the facilities with class discussion. Most pupils in both key stages demonstrate very positive attitudes to ICT and are keen to use the computers. They are very motivated when using computers and usually sustain concentration well to produce their work. Most pupils work independently, although a few are still reliant on the teachers, including those with special educational needs. The pupils' attitudes and behaviour are good overall throughout the school. Most pupils work together very well, taking turns to enter information and exchanging ideas. However, the use of ICT to support class work is underdeveloped. Teachers make assessments of the pupils as they work, picking up points to reinforce, but systems for recording pupils' progress are not fully in place across the school. However, the co-ordinator is now collecting samples of pupils' work with a view to tracking progress.
150. The school has made a number of recent improvements in this subject in relation to teaching,

planning and curriculum provision. Recent in-service training has been provided for all teachers and this has had a very positive impact upon teachers' confidence and subject knowledge. However, the full statutory curriculum is not yet in place for juniors and some areas have not been taught. Pupils in Years 5 and 6, for example, have an insecure understanding of data logging and aspects of control technology. Although there is good evidence of pupils using ICT to develop their mathematical understanding, there is insufficient use of ICT in most subjects.

151. Developments in this subject are effectively led by the school's ICT co-ordinator. She has a good understanding of the school's strengths and weaknesses and provides very good support for colleagues in planning for progression and in teaching ICT, and has worked hard to support those who are less confident, so that all now take their own classes for ICT. The school has a clear subject policy and progress has been made of late in monitoring standards of pupil attainment, but the monitoring of teaching and learning in this subject is currently underdeveloped.
152. ICT has been given a high profile in the school in recent months. A new online high-speed computer suite has been installed with Internet access. This has been linked effectively to the computers in the classrooms and the school library. New planning formats for ICT have also been introduced and have had a positive impact upon the quality of teaching and learning. The school has also recently adopted the QCA scheme of work for ICT. This is beginning to be used effectively, making an impact on pupils' progress. The governors and parents provide very good support and have played an active role in developing the award-winning school web site.

IVRIT (MODERN HEBREW)

153. Ivrit plays an important role within the school. The under fives have four 30-minute lessons each week. In Years 1 and 2, 13 per cent of curriculum time is devoted to this subject in four 45-minute lessons weekly; in Years 3 to 6, ten per cent of the curriculum time is used in three 45-minute lessons. Each class in the under fives and in Years 1 and 2 is divided into two mixed ability groups.
154. Pupils' attainment in Ivrit is well above average for children under five, above average by the age of seven and average by the time they are eleven. Progress from Year 2 to Year 3 and towards Year 6 is unsatisfactory. Although each teacher is working to the best of her ability, there is no co-ordinator to ensure that what is taught in the lower year groups is being built upon and strengthened in later year groups, nor is there any overall monitoring and evaluation looking at the subject as a whole, with planning for staff and curriculum development. This accounts for the drop in standards as the children get older.
155. The achievement of children under five is outstanding. Very good progress is made through consistently very good teaching. Pupils develop speaking and listening ability and are encouraged to reply to questions, posed in Hebrew, in full sentences. They know the days of the week, are able to discuss weather and names of colours, answering questions, for example, on the result of mixing yellow and blue. Pupils learn the names of various foods, parts of the body, names of family members, understand and use the terms 'big' and 'little' and suggest rhyming words for other Hebrew words. Numbers up to eight are used in games.
156. In Years 1 and 2, pupils' achievement is good. They successfully add to their vocabulary by continuing to discuss the weather, days of the week, colours and playing number games. They learn to name objects found in a classroom and in the home, extending their vocabulary of fruit, vegetables and other foods. In Year 2, pupils begin to learn to read Hebrew phonetically using the textbook 'Sam the Detective'. However, those whose first language is Hebrew are not given appropriately matched speaking and listening activities, while the other pupils are developing an initial vocabulary and they make little progress during these lessons.
157. In Years 3 to 6, pupils are encouraged to speak in Hebrew using the correct masculine/feminine, singular/plural forms of words. Pupils learn to write in Hebrew beginning with 'block' and progressing to the 'script' formation of letters. Pupils' written work shows that handwriting and presentation are variable. Various textbooks are used and pupils study verbs in the present, future and past tenses. They read and answer questions on simple texts. Their reading ability is variable; some read slowly

and inaccurately; higher ability pupils and those from Hebrew-speaking homes read with a greater degree of fluency. Pupils in Years 3, 4 and 5 are divided into Hebrew speaking/higher-ability English-speaking and non Hebrew-speaking groups. In Year 6, the pupils are divided into three groups, two of which are taught in the same classroom at the same time, which inevitably lead to some loss in attention.

158. The standard of teaching is very good for the under fives, good in Years 1 and 2, and ranges between satisfactory and good in Years 3 to 6. Teachers are very enthusiastic about their work and are secure in their knowledge and understanding of their subject and the ability of their pupils. Lessons are well structured and behaviour management good. Pupils' attitude and behaviour within and across all key stages is good. During lessons, they show keen interest and the majority reflect teachers' enthusiasm, although this tends to wane in upper juniors. To develop speaking and listening ability and to recall previous learning, most lessons start with a brisk question and answer session, conducted in Hebrew. With younger children, tapes, pictures and flashcards are used. In Years 3 to 6 there are reading books and a range of activity books are used to reinforce grammar and writing. There was little evidence of the use of ICT. Time is used well, with no disruption as activities are changed. Pupils respond well to teachers' high expectations. They listen well and contribute willingly, although are rarely asked to take responsibility or show initiative.
159. Short term planning is good and based on formative assessment. All pupils from Year 2 upwards receive homework once a week. This consists of either reading practice, written activities or completion of work started in class. There is little evidence of a marking policy, although much of the work seen was ticked with a few added comments. Some cross-curricular links are made to subjects taught in Jewish studies and to music. Teachers are unaware of what pupils are learning in English.
160. Provision for pupils with special educational needs is unsatisfactory. Ivrit is mentioned on some Individual Education Plans, but there is little differentiated work other than in question and answer sessions. Not much evidence was seen of support for the teachers teaching these pupils and the question of whether pupils who are experiencing difficulties in English should be learning a second language has not been considered.
161. The Hebrew language has a high profile around the school, with almost all signs in Hebrew and English. There are good displays in Hebrew in the hall, corridors and a number of classrooms. Some of these are topical, relating to the forthcoming festival of Pesach, others are about the weather and Israel. Some book reviews have been prepared by Hebrew speaking children, a few of which had been written with a Hebrew computer program.

MUSIC

162. The quality of music education which reflects the school ethos is good, mainly in singing. This can be seen for example, by the linking of three Jewish festivals with the music curriculum on Tu bishvat, with the emphasis on environmental issues. At Pesach, the theme of freedom from slavery in Egypt is illustrated through a variety of songs from different eras and cultural backgrounds expressing a longing for freedom. Children are encouraged to participate and do so with obvious enjoyment, both in lessons and in extra-curricular activities. Good, powerful singing was heard in Tefillah, with the sense of community present. Children showed a slight tendency to shout in their attempt to project the voice and this was corrected very well by the music specialist, who also stressed the need for good posture and diction. She recognises the need for further improvement in the quality of singing and in the children's ability to work together in ensemble.
163. Three lessons were observed; one was very good and the others were good. In the very good lesson, children in Year 4 were working on loud and soft sounds, principally through singing. Very good development of vocal work was seen, especially with the teacher's insistence on good diction and listening; she gave them points for improvement, such as attention to dynamics, objectives which were clearly visible in her lesson plan. Children showed great discernment in listening to music and some were able to recognise particular pitch; when the teacher played chords, they were also recognised. Children made very good progress and most volunteered to sing solo.

164. The specialist comes in for one day per week and children have only half an hour's music that day. What is done by this teacher is good, but it is not enough to cover the entire requirements of the National Curriculum, which is incomplete and developed haphazardly. Some children in Years 1 and 2, for example, listen regularly to music as part of their normal daily routine; juniors have done some composition and recorded them in graphic notation. The teacher is not currently able to take sufficient time to co-ordinate the subject, which limits potential for extra-curricular activity. There is some instrumental tuition and children sing in a choir at festivals and on other occasions.

PHYSICAL EDUCATION

165. Overall, standards in physical education are not as high as those in many other subjects within the school and barely in line with national expectations for seven- and eleven-year-olds. Upper juniors demonstrate good basic skills and understanding when participating in team games. Most throw and catch with accuracy and have good spatial awareness, but they are insecure about how to plan and adapt tactics to initiate improvement. They also demonstrate immature understanding of how to identify what makes a performance effective in basic gymnastic routines. Discussions with pupils show that they are also less secure in knowledge, skills and understanding of dance activities. Some, for example, demonstrate a limited understanding of how to apply basic compositional ideas to create dance phrases with a partner. Most are aware of the need for safe practice in handling apparatus and equipment, but many have only a very basic understanding of the purposes of a warm up and cool down before and after exercise periods. Several at the top end of the school are also insecure in their understanding of what is happening to their bodies during exercise.
166. In Years 1 and 2, inspection evidence indicates that a significant minority of pupils are insecure in their understanding and skills' development. In discussing the work they have completed, most pupils remember, reproduce and explore simple actions with developing control and co-ordination. In movement, some freely volunteer to demonstrate their skills but many are unsure as to how these movements can be refined and improved. In games activities, most pupils in Year 2 demonstrate a growing understanding of how to pass and receive a ball. They work alongside a partner, share space and take turns satisfactorily and play simple competitive games using basic tactics for attacking and defending.
167. Six lessons were observed during the course of the inspection. One was satisfactory, two were good and three were unsatisfactory (all in Years 3 to 6). Insufficient evidence prevents a judgement on the quality of teaching in Years 1 and 2 being made. The overall quality in Years 3 to 6 is unsatisfactory. In the best lessons, pupils responded well to the teaching they received. In these lessons, a brisk pace with a good sequence of activities helped most to try keenly to practise and improve their skills, collaborating well in small groups. However, in the unsatisfactory lessons, too little attention was devoted to planning for progression, teachers spent only a small proportion of the time in teaching, pupils were given insufficient guidance on how to refine and improve movements, activities presented insufficient challenge, pupils' behaviour deteriorated and pupils made unsatisfactory progress. Where pace is slow, both average and higher ability pupils suffer from a lack of sufficiently challenging tasks. Other shortcomings include unclear lesson objectives, too few teaching points and the setting of the same tasks for all pupils, regardless of their prior attainment. In both key stages, some teachers have insecure subject knowledge and this is having a significant impact on the standards pupils are able to achieve. The school now adopts the QCA scheme of work but this is not being consistently applied across the school and, as a consequence, pupils are not being given sufficient opportunities to develop skills and knowledge in all aspects of this subject.
168. The school fulfils the requirement to teach swimming to pupils in Years 3 to 6 and the vast majority are able to swim 25 metres, as required by the National Curriculum, by the time they leave the school.
169. The subject co-ordinator has very good subject knowledge but she has had limited opportunities to date to undertake monitoring activities; consequently, she does not have a good understanding of the strengths and weaknesses in the school. Moreover, working in the school part-time, she has

also had only a limited impact upon the overall development of the subject across the school. One teacher, for example, was not sure who the co-ordinator was. Nevertheless, the co-ordinator is aware of the need to address the weaknesses in the subject's assessment procedures and the need to produce and implement a whole school policy.

170. The school provides a small range of opportunities for pupils to participate in extra-curricular activities and competitive team games.
171. Resources for teaching are barely satisfactory. There is no large climbing frame in the hall and current provision and organisation of smaller climbing apparatus for gymnastics is poor. The stools in the hall are difficult to get at; they are covered in dust and have clearly not been used for some period of time. Equipment for games activities is poorly organised in an unsuitable storage area which provides poor access for pupils and teachers. Large mats are showing signs of wear. The school hall is rather small but provides sufficient space for gymnastics and indoor activities. However, this area is further restricted by the large dining tables which are stored in one corner of the hall. The low-level lighting in the hall also provides further restrictions on the organisation of indoor games.