

INSPECTION REPORT

YESOIDAY HATORAH PRIMARY SCHOOL

Prestwich, Manchester

LEA area: Bury

Unique reference number: 105346

Headteacher: Rabbi Yodaiken

Reporting inspector: Martin Kerly
12783

Dates of inspection: 9th – 12th June 2003

Inspection number: 246480

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Boys and girls - but segregated at all times
School address:	Sedgley Park Road Prestwich Manchester
Postcode:	M25 0JW
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Halpern
Date of previous inspection:	2 nd February 1998

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12783	M Kerly	Registered inspector	Mathematics	The school's results and pupils' achievements How well are pupils taught?
9092	R Elam	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?
27301	C Messom	Team inspector	English Music Special educational needs English as an additional language	
14732	E Korn	Team inspector		
16761	M Hemmings	Team inspector	Science Information and communication technology	How good are the curricular and other opportunities offered to pupils?
7582	D Roberts	Team inspector	Geography History	How well is the school led and managed?
12116	C Morgan	Team inspector	Art and design Design and technology The contribution of the Kodesh curriculum to the National Curriculum	
6282	P Raja	Team inspector	Physical education Foundation Stage Educational inclusion	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yesoiday HaTorah Voluntary Aided Primary School is situated in a suburban area of northern Manchester. Founded in 1945 it serves the Jewish Orthodox community from the local area and extending to neighbouring towns and cities. There are 482 children on roll, 243 girls and 239 boys, including 26 full-time equivalent pupils in the state funded nursery. There are a further 88 children attending the private nursery on site. The number on roll has increased by some 15 per cent over the last four years. The boys and girls are carefully segregated at all times. The school site is complex, there being four main buildings, two for the boys, one for the girls and one for the nursery. Approximately half of the extended school day is devoted to Kodesh (Hebrew) studies and half to the National Curriculum. The majority of pupils come from large families. Whilst few pupils qualify for free school meals, many families experience financial hardship. The pupils' attainment on entry is broadly average although individuals vary considerably. The proportion of pupils with special needs and who have statements of special needs is around the national average. Some 15 per cent of pupils and 35 per cent of parents have English as an additional language; these figures are higher than the national average; few of these pupils are at an early stage of spoken English.

HOW GOOD THE SCHOOL IS

Yesoiday HaTorah School is a good school and continues to improve. Standards are rising. They are above the national average in English, mathematics and music and average in all other subjects except information and communication technology, where they are below average but improving. The quality of teaching and learning is sound with a significant proportion either good or better, particularly in Key Stage 1. The provision for personal and social development is particularly good within the context of this Jewish Orthodox school where girls and boys are carefully separated at all times. The school is very well led by the head teacher, deputy and senior staff. The governors are fully committed to the school and many involve themselves very regularly. The school provides good value for money.

What the school does well

- Standards in speaking and listening and reading are high and in mathematics and music they are above average.
- Pupils' spiritual, moral, social and cultural development is very good and pupils are very polite.
- The head and deputy provide very good leadership with a clear vision and sense of direction.
- The Kodesh curriculum makes a positive contribution to pupils' achievement in the National Curriculum.
- The parents make a very good contribution to their children's education.
- The school makes excellent use of the community to strengthen the overall provision.

What could be improved

- The quality of teaching which, whilst sound overall, is inconsistent between teaching groups.
- The formal procedures enabling the governing body to monitor and evaluate the effectiveness of the school.
- The systematic planning of the contribution made by the Kodesh curriculum to the National Curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 when it was providing a sound education and standards were broadly in line with national averages. Since then it has made good progress overall. Standards in English, mathematics and science have improved, although the rate of improvement in writing within English has been slow. Speaking and listening, reading and mathematics are now above national averages. There has been good progress in addressing key issues identified in the last inspection: much improved curriculum provision linking the Kodesh and National Curriculum, improvements in standards in

design and technology, art and history and recent improvements in boys' writing after a period of further decline. There has been very good improvement in the accommodation. The quality of teaching has been maintained since the last inspection with no overall improvement although the proportion of very good and excellent teaching has increased. The leadership has been further strengthened.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. At the time of the inspection, 2002 was the last year for which data had been published.

Performance in:	Compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	B	B	C	D	well above average A above average B average C below average D well below average E
Mathematics	A	C	B	B	
Science	C	E	C	D	

("Similar schools" refers to all schools nationally with pupils of broadly similar abilities on entry)

Standards at the end of Year 2 in 2002 for reading, writing, mathematics and science in comparison with all schools were similar to those for Year 6. In Years 2 and 6 standards in mathematics were above the national average with a significant proportion of the pupils performing at this level. Inspection evidence and the school's own data indicate that these standards in mathematics have been maintained this year. Standards in English in 2002 were in line with national averages; a higher proportion of pupils attained the expected levels for 11 year olds than in most schools but fewer, especially amongst the boys, exceeded it. Inspection evidence shows standards are high in speaking and listening and are above average in reading. Standards in writing are inconsistent, with work in the pupils' books not of the same quality as that shown in recent tests. Standards in music are above expectations. Standards in information and communication technology are below although now improving. Standards in science and all other subjects are broadly average. Pupils in the Foundation Stage are on course to reach the standards expected of them by the age of five. Some of them will exceed these. A significant number of the pupils in Year 6 in 2001 had specific learning difficulties, hence the dip in standards in the year. The upward trend in results over time reflects the national trend except in English where it has fallen behind. The school has achieved its targets set in recent years. The targets it has set for 2003 and 2004 are appropriately high and it expects to achieve them. If achieved an upward trend in standards would be fully restored.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils' positive attitudes make a good contribution towards promoting their achievement and progress.
Behaviour, in and out of classrooms	Good - the great majority of pupils behave well because they know it is the right thing to do. They are polite and friendly to staff and visitors. There were no exclusions last year.
Personal development and relationships	Very good – pupils work very effectively in groups and with partners, within the carefully separated gender groups. They respond quickly to adults, share equipment sensibly and respect the views of others.
Attendance	Satisfactory: attendance rate is in line with the national average and pupils love coming to school. There are no unauthorised absences.

This aspect is a major strength resulting from clarity of purpose and consistent application by all partners within the context of the school. Pupils' respect for the feelings and values of others and their understanding of the impact of their actions on others is very high. Their behaviour is good and for the majority it is very good. They manage their movement around the complex site very well.

TEACHING AND LEARNING

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

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

Teaching and learning across the school are sound with a significant proportion being either good, very good or excellent; particularly within Years 1 and 2. However, there are examples of unsatisfactory teaching in infant and junior, boys' and girls' classes and in some sound lessons there are weaknesses which need improvement. The inconsistency in the quality of teaching is, in itself, unsatisfactory. Teaching in English and mathematics is sound overall and literacy and numeracy skills are effectively taught and practised in other subjects. Where teaching is good or very good the pupils make rapid gains demonstrating their overall high potential. Learning is helped by teachers' high expectations, good subject knowledge and well presented activities that motivate the pupils and by the pupils' good behaviour, very good listening skills and their ability to sustain concentration. It is also supported by their good relationships with the teachers who usually manage the pupils well. The most frequent areas in need of improvement relate to teachers' subject knowledge, matching the work to pupils' various ability levels, especially the more able, long periods of teacher talk and over directed activities. Some classrooms are very stimulating; others are not. Teaching and learning by pupils with special educational needs and for whom English is an additional language are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It covers all aspects of the statutory curriculum. The time given to the National Curriculum remains low; however, the Kodesh studies make a positive contribution to the National Curriculum although planning for this contribution lacks a clear structure.
Provision for pupils with special educational needs	Good. Many pupils receive very good support from a range of professionals when withdrawn for specific help. In class pupils are supported to enable them to have access to all areas of the curriculum.
Provision for pupils with English as an additional language	Good. Pupils receive well targeted support and quickly make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Exceptional provision for spiritual development, very good for moral development throughout the school day and good for social development. There is excellent provision for pupils' understanding of their own culture but provision about other cultures is limited.
How well the school cares for its pupils	Very well. All pupils are valued and cared for. There are very good procedures for monitoring personal and academic progress. Pupils with specific difficulties are very well provided for.

The quality and range of the curriculum has improved since the last inspection with stronger links to the Kodesh work. Equal access for boys and girls is supported by some joint planning within year groups and some teachers working in both the boys' and girls' departments. The school offers a good range of extra-curricular activities given the context of a very long school day. The school works well in

partnership with parents who make a very good contribution to their children's education. Parents are kept well informed about school life and developments. Care for the pupils is of a high standard. Procedures for improving and monitoring attendance are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy provide very good leadership establishing clarity in the vision, aims and values for the school; together with the senior management team they manage this large and complex school well; the split management of the Foundation Stage is not working effectively enough.
How well the governors fulfil their responsibilities	The chair and all the governors are very committed to the school and support the headteacher well. Their formal procedures for monitoring and evaluating the effectiveness of the school and their involvement in the school development plan are not yet sufficiently robust.
The school's evaluation of its performance	The school has introduced a range of good whole school systems for evaluating its performance; not all of these have yet been applied rigorously nor had time to impact fully.
The strategic use of resources	The school makes sound use of its resources and budget; the new buildings contribute well; staffing is generous with small classes and many additional teaching assistants; the deployment of some of these in classrooms does not always ensure that the best use is made of them; additional grants are used purposefully.

This large and complex school is very well led by the headteacher and senior colleagues. It has an exceptionally clear ethos, fully endorsed by the governing body and subscribed to by the whole school community. The significant increase in pupil numbers has been matched by an ambitious building programme on what is now becoming a crowded site. The large and extensive staff team provides good expertise and the pupils benefit from the advantageous ratio of adults to pupils. In its present form the development plan does not reflect the full range of school improvement processes across the school. Learning resources are generally satisfactory but not good enough for the Foundation Stage classes. Best value principles are applied, especially in relation to competitive tendering, however, the school does not consult parents and pupils as much as most schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • The teaching is good and their children make good progress. • The school works closely with them; they feel comfortable approaching the school with questions. • Behaviour of their children is good. • The leadership of the school is good. 	<ul style="list-style-type: none"> • The range of activities outside of lessons.

Parents are generally pleased with all that the school does. The inspectors agree with most of the parents' positive views, however the inspectors' overall judgement on teaching is that it is sound. Visitors

to the school, educational visits out, the activities at lunch and other times result in a good range of extra-curricular activities given the length of the school day.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results for 2002 in the national tests for Year 2 pupils indicate standards were in line with the national average in reading and writing and science and above the national average in mathematics. A larger than average proportion of the pupils achieved the nationally expected levels for seven year olds. Whilst relatively few pupils exceeded them in reading and writing a significant proportion of pupils did exceed them in mathematics. In comparison with similar schools, standards were higher in mathematics, in line in reading and science and marginally below in writing.
2. Results for 2002 in the national tests for Year 6 pupils indicate standards were in line with the national average for English and science and above the national average in mathematics. Standards in writing were very different between boys and girls with the girls performing above the national average and the boys below the average; boys' standards in writing had declined for three years in a row. In comparison with similar schools standards were higher in mathematics and a little below in English and science. A larger than average proportion of the pupils achieved the nationally expected level for 11 year olds in English, mathematics and science. A significant proportion of pupils exceeded the national expectations in mathematics but few exceeded them in English, particularly amongst the boys. The upward trend over time at Key Stage 1 is in line with the national trend. At Key Stage 2 overall it is below the national trend, having declined in English; in mathematics and science it is in line with the national trend.
3. Inspection evidence shows that by the end of the Foundation Stage most children will reach the early learning goals in all the areas of learning. A few children will exceed the goals, particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world. They make at least satisfactory progress in all areas of learning. Standards at the end of Year 2 are now above the national average in English and mathematics. However, much of the day to day work in pupils' books does not reflect the high standards they achieve when formally assessed. Standards in speaking and listening and reading are well above average, with the more able pupils demonstrating high levels of skill. Standards in music are above the national expectation, especially in singing; standards in all other subjects are broadly in line with expectations except for information and communication technology (ICT) where they are lower than expected.
4. Inspection evidence shows that standards overall at the end of Year 6 are high in speaking and listening and above average in reading and mathematics. Standards in writing are inconsistent. When formally assessed by the school almost all pupils' writing meets the nationally expected standards for 11 year olds and a proportion exceeds them. However, much of the day to day work recorded in books shows a lower level, particularly extended writing and presentation. Standards of work in science are in line with national expectations as they are for art and design, design and technology, geography, history and physical education. Standards in music are above expectations, especially singing which is of a high standard. Standards in ICT, whilst improving, are below national expectations particularly in relation to using ICT for research, the use of spreadsheets, modelling and control, where pupils are operating a year below the national expectations. Despite these limitations in ICT standards, pupils are able to make reasonable use of ICT skills to support them in their other work. Similarly their literacy skills are sufficient to support work in other curriculum areas. Their speaking and listening skills in particular are an asset in helping their thinking and reasoning.
5. Pupils with special educational needs (SEN) make good progress throughout the school, so that by the time they leave, they mostly attain levels expected for their age. This is due to early identification, appropriate intervention, very good teaching by the special needs coordinator, (SENCO) and very good support by a range of specialist services such as speech therapy,

occupational therapy, educational psychologists and an art therapist. The support is so good that in some cases pupils with special educational needs make better progress than the other pupils in the school.

6. Most pupils arrive in the school with broadly average levels of ability. Progress over time in the school is sound and in some cases good, particularly in terms of speaking and listening, reading, mathematics and music, so that by the time pupils leave the school in Year 6 a high proportion of them are at least in line with national expectations. This progress is supported by the significant contribution from the Kodesh curriculum (Hebrew studies). Good progress is made by pupils with specific emotional, physical and learning difficulties, many of whom are supported by specialist professionals during the course of the week, in addition to in class ongoing support. Pupils for whom English is an additional language (EAL) make good progress, many of them in only a short time after their arrival in school. Progress made by gifted and talented pupils is more variable. Whilst a substantial proportion make good progress and achieve standards above the national expectations for their age group, in some lessons their progress is restricted by a lack of challenge within the activities set and few opportunities to take more responsibility for their learning.

Pupils' attitudes, values and personal development

7. Pupils' personal development and their relationships with each other and adults are strengths of the school and make a very good contribution towards promoting their standards of achievement. Their attitudes and overall behaviour are good. This conclusion is similar to the findings of the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school.
8. Pupils' social development is very good within the context of this Jewish Orthodox school where boys and girls are carefully separated throughout the school day. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. This includes even the youngest in the reception classes. They respect each other's space when sitting close together on the carpet and work co-operatively when using the sand trays, not interfering with what others are doing and not trying to take their equipment. Year 6 pupils co-operated very well together in groups of four or six when discussing how to use puppets in a play. The very good relationships between teachers and pupils were highlighted in a Year 2 science lesson on the life cycle of a butterfly. The friendly working atmosphere led to the pupils working well and following the teacher's guidance promptly. These positive relationships extend to all the staff with, for example, the girls being really pleased to see the midday supervisors and awarding them stickers! Pupils get on well with each other when playing games at break and lunchtimes.
9. The pupils' personal development is also very good, again within the context of this school. Their very good spiritual development was demonstrated during a Year 6 music lesson when the pupils listened with rapt attention to *Peter and the Wolf* and reflected on the feelings generated within them. During an infants' assembly the boys were entranced by the high quality of the singing by the junior boys' choir. During a Year 4 English lesson, pupils showed their ability to empathise when writing about the festival of Chanukah. Year 6 pupils showed they could relate to the feelings of others when considering what it would be like to climb Everest. In classroom discussions the pupils are very willing to listen to the ideas of others as, for example, during a Year 4 science lesson investigating air resistance. Pupils act responsibly when taking on the variety of tasks both within the classroom, such as tidying up or feeding the fish, and outside with, for example, the older pupils helping the younger at lunchtimes and at the end of school. However, the opportunities for pupils to use their initiative are limited with some of the lessons being too directed by the teachers. In addition pupils are not always encouraged to move around the classroom to find materials they may need. The result is that even the older pupils can still be over dependent on the teachers' guidance.
10. Pupils with special educational needs are keen and eager to come to school and take a full part in lessons and other aspects of school life. They mostly relate well to adults and other pupils and work hard to improve their skills.

11. Throughout the school the pupils' attitudes towards learning are good. This includes those of pupils with special educational needs. They often concentrate well and show interest in what they are doing as was seen particularly in a Year 3 history lesson investigating Anglo-Saxon settlements. They have the confidence to try and work out answers in front of their classmates as seen during mental mathematics in numeracy lessons. Reception year pupils showed great enthusiasm and listened attentively when learning about where wild animals live. In a Year 4 literacy lesson the teacher quickly developed a positive learning atmosphere because of the very good relationship she had developed with the pupils and her high expectations of what she wanted the pupils to achieve. In most classes pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. They are also very interested in their work outside lessons as seen in the embroidery club and when singing in the choir.
12. Pupils' moral development is good. Pupils generally behave well in the classroom, at play and lunchtimes. They are well mannered, polite to adults and welcoming to visitors. They move around the school in an orderly way when supervised though sometimes run if there is no adult present. In particular they usually take special care when using the stairs and wait patiently for other classes when, for example, going to and from assemblies. They show respect for property, as seen when Year 1 pupils used instruments to compare long and short sounds during a music lesson. Most pupils behave well but in a few lessons progress is limited by inappropriate behaviour. For example in a Year 1 history lesson the work was not suitable for the pupils, some of whom disobeyed the teacher's instructions and left the classroom and in a Year 6 boys' physical education lesson unsatisfactory behaviour limited the focus on learning. No pupils were excluded last year.
13. The level of attendance is broadly in line with schools around the country at over 94 per cent, although it has deteriorated since the last inspection. Absences are usually due to the inevitable childhood illnesses, together with holidays and other absences related to cultural and religious observance. Unauthorised absence is zero reflecting the efforts made by the school to obtain reasons from parents. Pupils are keen to come to school and punctuality is very good. A few pupils arrive late each morning though normally only by one or two minutes. Registration takes place commendably promptly at the start of the day. However, the registers are the record of who is at school that day but they are kept in the classroom. If it were necessary to evacuate the school when teachers are out of the room, for example during assembly or a physical education lesson, they would not have the registers with them. The school would be unable to take a roll call to determine whether any pupils are still in the building. The usual approach in most schools is for registers to be taken to the office after registration to ensure they are always available.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning across the school is sound. This has maintained the quality reported on at the time of the last inspection. Within this overall sound judgement there are some significant strengths and also some aspects in need of improvement. Teaching and learning in the Foundation Stage are never less than sound and on occasions are good. Within Key Stage 1 there is an exceptionally wide range in the overall quality with one third of lessons either very good or excellent, two thirds either good or better but over one tenth being unsatisfactory. In Key Stage 2 there is also a wide range with around one tenth either very good or excellent, a little over one third either good or better and one tenth unsatisfactory. Another aspect of this variation is that the quality of teaching and learning tends to be stronger within the boys' classes than the girls' in each key stage, with a higher proportion of the unsatisfactory teaching in girls' lessons although there are also examples of very good and excellent teaching in the girls' lessons. This overall range and wide variation in the quality of teaching and learning are unsatisfactory.
15. Teaching and learning in the Foundation Stage are sound overall and sometimes good. Teachers and support staff have an effective understanding of the needs of the children. They use their knowledge of children's religious and cultural traditions well to set routines and provide activities which build successfully on what children know and can do. This contributes very well to

strengthening links with parents. They manage the children well and create a secure environment in which children settle quickly. In the nursery class and reception classes children are provided with a variety of appropriate activities but the learning intentions are not always sufficiently challenging, particularly for the higher attaining children. Whilst there is a sound range of structured play activities, on some occasions the focus for what children should learn is unclear and some classrooms in the reception year do not provide a rich and well presented range of structured play opportunities. Some children 'play' for long periods without purpose or interaction with adults and subsequently miss opportunities for consolidating and extending learning. The use of the outdoors is insufficiently integrated into the overall planning. Activities are assessed on an ongoing basis and appropriate records are maintained.

16. Much of the very best teaching and learning in the school occurs in Key Stage 1 and in English, geography and music lessons across the school. In the very good and excellent lessons the teachers demonstrate very secure subject knowledge. Their planning is clear, what the pupils are going to learn is shared with them using accessible language in context, introductory activities are brisk and purposeful and explanations are clear. The activities are well planned and presented to motivate and engage all the pupils. These teachers also use an extended range of questioning skills to involve all the pupils, to challenge their thinking and to assess their understanding. Within one lesson they deploy a range of teaching and learning styles meeting the learning needs of all the pupils and maintaining their interest and motivation. Examples of this very good subject knowledge occur across the curriculum including an English lesson in Year 1 where the teacher provided well differentiated tasks carefully matched to each group. Through skilful and open ended questioning she established and assessed the pupils' prior knowledge and was able to assess progress during the lesson; in another Year 1 lesson the teacher provided high quality mathematics apparatus and set the boys differentiated collaborative tasks constructing number sentences; in a geography lesson excellent use was made of the grounds with pupils working in a real life situation on a mapping activity and in a Year 2 English lesson the teacher demonstrated high expectations of pupils writing humorous verse and achieved this by skilful modelling of appropriate texts and creating a very positive learning ethos within a stimulating learning environment.
17. Examples of very good teaching and learning in Key Stage 2 include a science lesson for Year 5 girls. The pupils made rapid gains in their understanding of conducting a science investigation as a result of careful planning and clear exposition by the teacher, followed by skilful yet challenging interventions as the pupils worked in small groups on their investigation into sound. In Year 6 in separate boys' and girls' English lessons the pupils were engaged in producing puppet plays and listened 'with rapt attention and in complete silence' as the teacher skilfully made links between literacy and music. The pupils responded very well to her high expectations, working at a high level in small groups discussing the elements of the musical score and the story of Peter and the Wolf, relishing the opportunity to reflect on the composer's use of different instruments and using their advanced speaking skills to express their own ideas. The learning in many of the better lessons in each key stage is enhanced by the good relationships between the teachers, other adults in the class and the pupils; the pupils' very well developed listening skills and their positive attitudes to school contribute strongly to the overall rate of learning, as do their speaking skills, enabling them to talk through their ideas, to put alternative points of view and to question the validity of information.
18. Within the overall satisfactory teaching and learning there are some aspects which are in need of strengthening. They include ensuring that pupils understand what it is they are meant to be learning, with due time given to explaining this rather than a cursory recital of a formal sentence; in too many lessons teachers spend too long talking to the pupils with very little active participation for the pupils, with no way of the teacher checking if the pupils have understood or gained from the lengthy exposition. In some lessons the teacher's own subject knowledge is weak resulting in the pupils becoming confused and directly slowing the rate of learning. In many lessons there is insufficient match of the activities to different ability groups. Frequently the teacher and support staff sensitively spend additional time with less able pupils, or laboriously go over a lengthy explanation as a small minority have not understood; this is at the expense of the above average pupils being under-challenged and potentially put off the topic altogether. However, this sensitive

awareness to the needs of pupils with special educational needs does ensure that work is usually scaffolded to enable them to work at an appropriate pace. This is especially the case within English lessons. Some of the very best learning takes place when pupils are withdrawn for support from professional specialists who work intensively with them for up to half an hour. In these sessions the pupils respond very positively to the individual attention and frequently make good gains in their understanding as well as their self-esteem.

19. There are few examples of teachers encouraging the above average pupils to move straight to the planned extension activity. The school marking policy refers to providing oral feedback to pupils when marking their work; in lessons observed few examples of this were seen and the pupils' work books rarely contain guidance from the teacher on what it is that makes them good or how they could be improved. A further weakness in many classrooms is the quality of the learning environment; in a few rooms it is very good but in others there is very little interactive display encouraging the pupils' involvement; the classroom environments do not promote either literacy or numeracy and resources are not made available to encourage pupils to become independent learners.
20. All SEN pupils have individual education plans which address pupils' difficulties effectively and set appropriate and clear targets for improvement, enabling accurate provision and checking on progress to take place. There is careful planning by some class teachers using observation and assessment, and the targets of the individual education plans, to differentiate the curriculum for SEN pupils and to make it relevant to their needs. In these classes, pupils are given good support by additional teachers and classroom assistants to enable them to fully participate in class activities. However, this support is not consistent in all classes, and in some cases is not sufficiently linked to the learning needs of pupils to enable them to make maximum progress. Sometimes the position in the class, or the actions, of the classroom assistants interfere with the teacher's lesson, or disturb the concentration of the pupils. For example, in one class, a classroom assistant walked round the class giving out paper and pencils while the teacher was teaching and this distracted the attention and concentration of the pupils; in another, stickers were given out at this time; and in others the assistant seems to spend much of her time controlling behaviour. Pupils are sometimes withdrawn from class to receive extra support on a one to one basis or in a very small group. This work is very carefully planned, focuses on pupils' targets and accelerates their progress. It is generally well timed to coincide with a similar subject being carried out in the classroom, such as literacy or numeracy.
21. The particular context of the school creates a number of further difficulties in terms of the overall quality of teaching and learning. The school acknowledges the challenge of different teaching and learning styles used between much of the Kodesh teaching and the National Curriculum; for example didactic teaching is a significant feature of the Kodesh teaching in the school whereas within the National Curriculum there should be more emphasis on pupils taking some responsibility for their learning. Many of the pupils have several different teachers during the course of one day and a week. This creates difficulties in terms of overall curriculum coherence but also consistency of expectations of pupils. It also means that teachers share responsibility for several teaching areas in the school whilst rarely having complete ownership of any one classroom and with it the overall responsibility for the way that classroom is presented to the pupils.
22. National intervention strategies are used effectively throughout the school and are supported by teaching assistants who play a very significant role in many lessons, working well with specific groups of pupils. In a minority of lessons these additional adults are not deployed effectively, apparently being used purely to help control behaviour rather than work alongside groups of pupils. In a small minority of lessons their interventions are not helpful to the overall flow of the lesson.

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

23. Curricular provision was identified in the last inspection as the first key issue needing to be addressed to improve standards. The headteacher and senior management team have worked

- purposefully to successfully make stronger links between the Kodesh curriculum and the National Curriculum in order to raise standards within National Curriculum subjects. This is important as the time allocated to the National Curriculum is well below that found in most schools. To maximise this time the school acknowledges the need for more careful planning and development of the considerable contribution already made by the Kodesh curriculum. As a result of these stronger links, the quality and range of the curriculum have been improved since the last inspection, with all pupils having access to a variety of interesting learning experiences. The curriculum is now sufficiently broad, balanced and relevant and it meets all statutory requirements. Timetables during the inspection in some classes involved some restricted times for specific subjects in an attempt by the school to cover all subjects of the curriculum during the week. This does not reflect the normal timetable when it is understood a less frenetic schedule is followed.
24. The curriculum provided for children in the nursery and reception classes is appropriately based on the national guidance for the Foundation Stage. The two year groups are physically a long way apart and are currently led by two different members of the management team. This does not help ensure an overall cohesion to the Foundation Stage curriculum. The Kodesh study contributes well to children's learning and development in the nursery and reception classes.
 25. The National Literacy Strategy has been implemented successfully for the pupils in Years 1 to 6. The National Numeracy Strategy has also been introduced but is not as fully embedded as it is in many other schools. There are some inconsistencies in the curricular provision for English and mathematics between some classes. There is not enough time devoted to writing within English for pupils to suitably develop their skills in writing longer stories, nor opportunities in other foundation subjects to develop their writing in context. In science the pupils are given opportunities to work collaboratively in pairs and groups during investigations; this makes a positive contribution to their personal and social development. The provision for information and communication technology has been improved by the creation of two computer suites that allow for whole class teaching of computer skills. The school recognises the need to provide more planned opportunities for pupils to use these developing skills to support their work in other subjects. There is also a firm commitment to developing the pupils' creative talents as well as their academic ones. There are visits to places of artistic interest to extend pupils' learning and the good extra-curricular provision includes choir and music clubs.
 26. The good support which SEN pupils receive means that generally they have the same access to all aspects of the curriculum, as all other pupils. They are well integrated into the school and the very good pastoral care which the school provides for all its pupils, including those with special educational needs, has a positive effect on their attainment and makes them feel fully included in the school.
 27. There is very good provision for the pupils' personal, social and health education. The school aims to develop pupils to become honourable, law abiding citizens, whilst recognising each pupil's individual character, abilities and intellectual and emotional strengths. At the heart of this is the Middos Programme, which is designed to develop pupils' character traits. The development of good character is emphasised at numerous opportunities during a pupil's time in school. An example of this is the 'Middoh of the Month' campaign, in which a different positive character trait is selected and worked on each month. The programme of extra-curricular activities and the range of visits effectively supports social development. Pupils have some opportunities, in and out of classrooms, to take responsibility, which helps their personal development. Pupils are also encouraged to work collaboratively, in pairs and small groups, as well as taking turns to share equipment fairly. There are 'circle-time' activities that enable pupils to discuss a variety of issues and any concerns they might have about school and these are also effective in raising their self-esteem and developing their confidence. As part of their work in science, the pupils are helped to develop good attitudes towards healthy eating and learn about how medicines can be dangerous if misused. The school is successful in ensuring that all pupils have equality of access to every aspect of school life. The provision for pupils with special educational needs and with English as an additional language is good.
 28. The school's statement of values includes an emphasis on the preparation of pupils for a life of Torah and mitzvos and to develop them so as to become honourable, law-abiding citizens. The

impact of these values is such that the school provides a stable, caring and nurturing environment for pupils, with a very positive Orthodox Jewish ethos.

29. Pupils' spiritual awareness and understanding is exceptionally well developed and is promoted very extensively and successfully through the Kodesh curriculum; for example, in a Year 3 Kodesh lesson which identified how Jewish people sacrificed their lives in order to defend their faith. In all elements of the curriculum and the rest of school life, a climate exists within which pupils can grow and flourish, respect others and be respected. Teaching styles are developing in many of the National Curriculum lessons which value pupils' input and their curiosity and give them ample opportunities to develop their thinking and social awareness.
30. The values which stem from the community's strong faith provide a very clear moral code, constantly reinforced in the Kodesh curriculum, which ensures they know right from wrong and promotes self-discipline, good behaviour and respect for each other and others. Within the boundaries of that faith, pupils are given ample opportunities to explore concepts of truth, justice and equal opportunity. Relationships among pupils within the segregated boys' and the girls' communities, among staff and between staff and pupils are very good. The curriculum provides too few opportunities for pupils to explore the different cultures represented in the wider community.
31. Provision for pupils' social development is very good. It is supported by the strong sense of community in the school and by opportunities that are provided in a number of National Curriculum lessons for them to work co-operatively in pairs or groups. The opportunities for them to develop as independent learners are insufficient in lessons. The organisation of classrooms gives them too few chances to access equipment and other resources independently. As a result, there is too little variety in the work output of pupils in each class.
32. There are a number of pupil monitors who undertake effectively a number of tasks to help the smooth running of the school and, in a small number of lessons, pupils are given the responsibility to organise the distribution and collection of equipment, at the start and end of lessons. In Kodesh lessons, individual pupils are given the responsibility to lead the chanting. In general though, there are relatively few opportunities for pupils to take specific responsibility and there is no school council or other representative body for pupils.
33. The Kodesh curriculum provides regular excellent opportunities for pupils to explore their own culture and values; for instance, a Year 3 lesson was seen which related to the festival of Chanukah. Much is done to extend the pupils' knowledge of the images of their own culture which are very well displayed in many areas of the school. There have been a number of successful visits to historical sites which have been very effective in extending pupils' interest in, and understanding of, past times. However, as at the time of the last inspection, the school's strong orthodox faith-based ethos does not extend to providing pupils with sufficient insights into other faiths and traditions.
34. The curriculum planning procedures incorporate national guidelines and provide teachers with clear information about the key learning objectives and skills to be taught, so that they can plan work that follows on from pupils' previous learning. The planning arrangements are effective in ensuring that pupils of the same age in different classes are given broadly similar work. However, the school has yet to customise these national materials significantly to reflect the particular needs of the pupils of this school.
35. The links with the community are excellent and make a very strong contribution to pupils' learning. This is exemplified by the voluntary contributions made by members of the community that fund extra classroom assistants and teaching staff. There are regular visits from the dentist and doctor to develop pupils' knowledge and understanding of health issues. There are regular visits from a renowned Jewish storyteller and musician, who works with pupils to deepen their understanding of Jewish music and history and, in so doing, makes an outstanding contribution to their spiritual development. The links with the local secondary schools enable staff to work together to successfully prepare pupils in Year 6 for when they transfer schools. However, the school is not taking part in the nationally promoted Year 6/7 transfer scheme designed to promote continuity in

English and mathematics between Key Stages 2 and 3. Students on placement and adult volunteers from the community make a significant planned contribution to the quality and breadth of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. As at the time of the previous inspection, staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where members of staff are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are very good.
37. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The school has appointed a member of staff as the designated person for child protection and follows local procedures. The teachers have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary. The school will be ensuring that all of the other adults in the school also receive appropriate guidance. The provision for first aid is good with several trained staff. For health and safety monitoring, a staff committee is actively involved in regularly touring the school to identify any potential hazards and reporting to the governors. The local authority regularly checks the fire extinguishers, electrical items and physical education equipment. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. The school has carried out some risk assessments. It is aware that they need to be repeated in the near future for all the school's activities and a written record produced by someone experienced in such procedures in a school setting. The school regularly reminds parents to exercise care when bringing and collecting their children. Most parents were seen to drive their cars sensibly, but a few insist on waiting on the marked 'no parking' areas despite being asked by the caretaker on duty not to do so.
38. The school's care extends to ensuring that the right specialist staff are available in the school. Very good support is provided by directly employing educational psychologists, a speech therapist, an audiologist and an occupational therapist. Counselling is provided by a therapist working through the medium of art and craft work. The school also ensures that a high quality hot meal is provided to those pupils who do not bring packed lunches.
39. The monitoring and promotion of pupils' personal development is very good within the context of this Jewish Orthodox school where boys and girls are carefully separated at all times throughout the school day. It is led by the Middos character building programmes with a different theme each term. The pupils follow a range of activities appropriate to their age. They cover such areas as Hakoras Hatov (showing appreciation), Chesed (showing kindness) and Shemiras Haloshon (speaking appropriately). The activities take place both in school and at home. In particular, parents send Mitzvah notes to the school whenever a child does something helpful at home; this is then praised in the school. Pupils' personal qualities are enhanced by the various tasks they have around the school. The positive approach permeates the school through assemblies and displays. Social responsibility is encouraged by the different responsibilities within the classroom and, especially for the older pupils, around the school within their own gender groups. The teachers keep records of the pupils' personal development though not in a structured way, sometimes being just copies of the merits that the pupil has received.
40. The procedures for promoting discipline and good behaviour are good. The behaviour policy recognises the needs of the pupils and reflects the philosophy of the school. It sets out the rules and identifies a range of sanctions and rewards. Discussions with the pupils showed that they had a good understanding of what they should and should not do. The rewards to recognise good behaviour include stickers, merits and telephone calls home. In lessons seen during the inspection, many of the teachers provided pupils with work at the right level so that they were fully involved and behaviour was not a problem for the great majority. Nevertheless, in some classes, the teachers did not always use appropriate strategies to ensure that pupils behaved properly. In

addition, whilst no problems were seen, the midday supervisors had not received any guidance in behaviour management. Pupils state that the occasional fight may occur but they were clear that the school has appropriate procedures to deal with any aggressive behaviour that may take place. The pupils who show any sustained difficulty with behaviour are monitored and supported well with good behaviour plans through the special needs co-ordinator.

41. The procedures for assessing and recording individual pupil's attainment and monitoring the progress that they make have been much improved since the last inspection and are now very good. The dedicated work of the deputy headteacher, in close collaboration with the headteacher, has been central to this improvement. As a result, there is now an effective whole school system of assessment and record keeping that can be used by teachers to decide pupils' levels of attainment and set targets for improvement in English and mathematics. There are effective procedures in place to analyse the optional and statutory test results in these subjects to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. The school is working closely with the Local Educational Authority to extend these procedures to further improve the assessment procedures in other subjects and to ensure all teachers are able to make best use of the data.
42. The records of pupils with special educational needs are well kept and up to date. Information gathered from all sources is available and shared at regular meetings between staff and external support agencies. The six pupils who have statements of special educational needs are well provided for, all advices are up to date and pupils receive all the support required as detailed in their statement. The school is aware of, and uses well, the support available for SEN within two Local Education Authorities, and other agencies. The school has also purchased extra specialist resources, such as an extra educational psychologist and an art therapist from its own funds, because it values the pupils with special educational needs and their progress so highly. Good links are established for these pupils with the local Jewish Secondary Schools, to enable Year 6 SEN pupils to transfer with ease, ensuring continuity and continuing progress.
43. In the nursery and reception classes the arrangements for checking the attainment and progress of children are good; this is an important factor in the progress that they make. There are good systems in place to monitor the achievements of different groups of pupils, which means that the school is effective in meeting the needs of pupils of different abilities.
44. The procedures for monitoring and promoting attendance are satisfactory and have good features. The school regularly reminds parents of the importance of regular attendance and arriving on time. The well organised procedures at the start of the day enable registration to take place immediately resulting in a prompt start to lessons. The new buildings reduce the movement of pupils between lessons and have prevented the loss of teaching time identified in the previous inspection. The teachers monitor the registers bringing any concerns to the attention of the headteacher. He telephones home or sends letters together with any follow up action if necessary. A computerised system has recently been introduced and the school intends using the analyses that this provides. However, whilst most teachers record explanations provided by parents for their child not attending, in two classes entries are not always noted in the registers. In addition, the school does not telephone home on the first day of an unexplained absence, as is now the normal practice in many schools. The completion of the registers is not monitored by any outside agency.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. The inspection team supports the majority of their positive comments which are similar to those at the time of the last inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school, behave well and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. The school works closely with parents and they feel comfortable approaching the school with any questions. Some parents are concerned about the range of activities outside lessons but the inspection team

consider that the provision of activities at lunchtime and the various visitors and trips out enhance the curriculum. The inspectors consider the quality of teaching to be sound rather than good.

46. The school has established good links with the parents and these contacts are effective. The headteacher sends newsletters home each term outlining the various activities that the pupils are involved in as well providing general administrative information. Other letters refer to more specific matters. A curriculum meeting is held by each class each year with written information provided to all parents. The school sends home letters praising pupils' successes in the incentive scheme and the senior staff telephone home for any special work or contribution by the pupil. Almost all parents come to the formal meetings with teachers in the autumn and summer terms to discuss their children's progress. The annual report on progress is provided in the summer term. This report provides a reasonable summary of what the pupils know and can do in English. However, it is usually poor for the other subjects being very brief and concentrating on the work covered or attitudes rather than the skills and understanding acquired. Targets are not always provided and, where they are, are often only general statements. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.
47. Parents are very happy with the support and progress made by pupils with SEN and communication with parents is good. Arrangements for parental involvement for pupils with the greatest level of need, including statemented pupils, are good and parents receive good information. Annual reviews are organised well, the appropriate people are invited and the necessary paperwork is completed very well.
48. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Pupils arrive on time and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Discussion with pupils showed that their parents actively support them at home. Reading diaries are well kept showing good parental involvement. Parents send Mitzvah notes to school regularly supporting their children's personal development. The mothers' committee helps to raise funds and to organise visiting speakers. Few parents are able to help in the classroom on a regular basis though more are willing to help on trips out.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school has a very clear set of priorities relating to the provision it sets out to make, the quality of education it provides and the standards that pupils should attain. The headteacher, ably supported by the deputy headteacher, very effectively gives leadership to these priorities, such that everyone in the school community is clear about the direction the school is taking. In particular, the determination to ensure that pupils follow both the Kodesh curriculum and the National Curriculum and that learning in the former will contribute wherever appropriate to the latter, is palpable.
50. The school's values and ethos are clearly stated in the prospectus. These underpin the priorities which the headteacher identifies and the contribution which he and key members of staff make to the management and development of the school. The staff team shows a strong sense of common purpose as a result. There have been emphases both on promoting high standards and effective teaching within the National Curriculum. The work to improve standards has been managed well. It has included the very effective recent use of a computerised pupil tracking system which highlights pupils who are falling below targeted performance. The school identifies an appropriate strategy to improve the work of each pupil so identified, drawing on external agencies where appropriate.
51. The work to improve teaching and learning focuses on the monitoring of teaching quality through observations by senior staff and the setting of targets for improvement. Both the strategies to raise standards and those to improve teaching are at a relatively early stage of development such that there is, as yet, incomplete evidence as to their impact. The management decision to remove teaching duties from the deputy head while she concentrates on embedding these approaches was a sound one. The evolving responsibilities of the senior management team have strengthened

the overall management. Whilst individual members of this team have strengths it is too soon to comment on its joint role and impact. Management within the Foundation Stage is divided between the head of the nursery and the head of infants. This leads to some lack of cohesion across the Foundation Stage as a whole and needs reviewing.

52. The school's development plan for the current year was not finalised until the year was well under way. It contains outline action plans relating to thirty two priorities, too many, including nine which relate to the Kodesh curriculum. Many of the several hundred individual actions, and the related success criteria, are insufficiently clear to ensure that the intended progress is made, or that their intended impact can be effectively monitored. The development plan, as documented, makes no links with the school's aims and values nor does it give a longer term view of the improvement strategies to be adopted, focusing as it does on the very short term. It does not cite the targets which governors have agreed for improved pupil performance in end of key stage tests and therefore it is not clear how the actions planned are intended to help achieve these targets. It is not clear how it is related to other important improvement strategies being developed in the school, particularly performance management of staff, nor does it make reference to the school's monitoring and evaluation work, which would help ensure that success criteria were more helpfully written. For all these reasons, it is difficult for the development plan, in its present form, to have the intended impact. The headteacher and his deputy are keen now to improve their approach to improvement planning and already have taken on board the issues raised in this report.
53. The governing body, and in particular the chair, is very committed to the success of the school and most governors take a particular interest in the Kodesh curriculum and the preparation of pupils for a life of Torah and mitzvos. They are very supportive of the headteacher and several governors, including the chair, are very frequent visitors to the school. Governors meet as a body relatively infrequently and, aside from the statutory committees, do not operate through a committee structure. This makes it relatively difficult for them to take an active role in monitoring the school's strengths and weaknesses in terms of standards attained by pupils and the quality of teaching and learning in the National Curriculum. While they receive reports from the headteacher termly, these are not submitted in writing in advance of their meetings, leaving no opportunity for individual governors to reflect on their content. As minuted, the headteacher's oral reports provide governors with little information on standards and quality. Similarly, governors do not receive with agendas the kind of committee reports which are now the norm in most schools. These procedures make it difficult for governors to be able to be fully accountable for the school's performance as they are relying over-heavily on the informal, if frequent, contact between the chair of governors, in particular, and the headteacher. As a result, governors are insufficiently aware of the school's strengths and weaknesses across the board. For instance, they are not aware of the outcomes of the LEA's termly reviews which incorporate the school's ongoing self-evaluation.
54. The Special Educational Needs Coordinator (SENCO) makes an excellent contribution to the management of the Special Educational Needs (SEN) policy, procedures and support for pupils with SEN. She supports parents of SEN children very well, and gives them good advice and personal support when necessary. She manages well a team of support teachers and classroom assistants, SEN resources and the process for the early identification of pupils with SEN and appropriate intervention to ensure progress. She is very well qualified and continues to attend courses and keeps up to date with new developments herself, as well as encouraging the continuing professional development in SEN by other teachers and classroom assistants. The school is already implementing well the new Code of Practice for SEN pupils. A strength of the SEN provision is the care taken by the school to provide an appropriate range of specialist equipment to support specific learning needs, such as a disabled toilet, a lift, sloping boards and pencil grips for pupils with physical difficulties, green lenses and coloured overlays for dyslexic pupils, and a key ring with a timetable attached for an autistic spectrum pupil. This equipment enables pupils to participate fully in all lessons. The headteacher is very committed to ensuring that there is quality SEN provision in the school and takes a strong lead in this area, seeking out extra funding wherever he can.
55. There is a committed and knowledgeable governor who gives support to the SENCO and school and this governor represents issues concerning SEN at meetings of the governors. He visits the school regularly and knows the pupils who have special educational needs well, through his links

with the school and the community. He liaises regularly with parents to check their satisfaction with provision and plans to visit the school to further monitor the provision for SEN pupils.

56. The school's procedures for performance management of the National Curriculum staff are very well documented and the cycle of activity and the roles and responsibilities within the procedures are clear. As yet, the outcomes of the process are not sufficiently advising the objectives of the school development plan but the desirability of developing in this way is accepted by the headteacher. A parallel process for monitoring quality in the Kodesh curriculum is currently being developed and is another step in the process of ensuring the school considers issues of quality across the board, using a common language of improvement and robust criteria for judging quality. There is a substantial staff development programme in place. The impact of the development activities which members of staff engage in needs to be more carefully monitored. The induction procedures for new National Curriculum teaching staff are very effective.
57. Staffing is fully adequate for the needs of teaching the National Curriculum. However, many classes experience more than one National Curriculum teacher in a day. This adds to the complexity of the school day which is also characterised by different teachers being responsible for the Kodesh curriculum. There is a large support staff team, such that there is often more than one working assistant in a class. There is a need for more clarity about the roles that some of these support staff are to play to ensure the maximum gain by pupils from this valuable additional resource.
58. The quality of the accommodation has improved significantly since the last inspection. The temporary teaching blocks have been replaced by two new purpose built teaching blocks. This has resulted in classrooms that are now of sufficient size and little, if any, loss of teaching time if pupils need to move between rooms. The teachers have put up some attractive, informative displays but, overall, these are limited, particularly in the boys' classrooms. In addition the lack of signs in the classrooms as to where resources are stored limits the opportunities for pupils to learn independence by being able to seek out materials for themselves. A notable exception is one of the Year 2 girls' classrooms where the displays are of the high quality that is nowadays common in primary schools nationally. A major new feature is a very large, attractive hall in the girls' block improving the teaching of physical education. It is also used for lunch and as an area for wet play activities. An additional major benefit of this hall is enabling the school to hold large public meetings, many of them with an educational focus, enhancing the importance of the school within the community. The boys do not yet have easy access to the library; the room set aside for that purpose is not well established to help and encourage use by the pupils. In the development plan the school has recognised that more work is needed especially in the outside areas. Some of the playground surfaces and footpaths can present a tripping hazard and the reception classes do not have specially designated outside secure areas where the younger pupils can readily access and use climbing equipment and large wheeled toys, extending their learning beyond the classroom. Teaching resources overall are satisfactory and in some subjects have improved considerably in recent years, for example in information and communication technology. In other subjects they remain limited, including mathematics, geography, history and design and technology and library provision referred to above.
59. As at the time of the previous inspection financial management is sound. The financial planning follows the school's educational aims and priorities and the governing body, appropriately guided by the headteacher, is involved in the decision making process. The school development plan identifies the costs that will be incurred but lacks quantifiable success criteria, preventing the governors from being able to determine whether their priorities have been achieved. In its financial planning in recent years the school has not been able to build up a sum of money for contingency purposes, but has successfully started to do so in the current year. The school makes effective use of additional grants for pupils with special educational needs, supplemented with monies from the main budget and other specific purposes such as for teacher training and curriculum development.
60. The administrative officer and office staff provide good quality support to the senior managers and governors and monitor expenditure carefully. Satisfactory use is made of new technology in the office with computerised administrative and financial records. The minor recommendations in the

last audit report have either been put in place or are still under discussion with the local authority. The principles of best value are applied in finding the cheapest supplier for both goods and services. However the school has not yet sufficiently compared the effectiveness of its work with that of other schools of a similar size and location. Nor does it have procedures in place to widely consult the parents and pupils as is now the norm in many schools around the country.

OTHER SPECIFIED FEATURES

The contribution of the Kodesh curriculum to the National Curriculum

61. Teaching of the Kodesh curriculum makes a substantial contribution to the National Curriculum although the degree of input varies from subject to subject and from one strand of a subject to another. For example, it supports oracy very significantly through its strong emphasis on the development of pupils' good speaking and listening skills and through the emphasis on reading through close textual analysis. However, it makes only a limited contribution to pupils' writing development, as very little of the work in Kodesh lessons is consolidated through pieces of extended writing. As a result, teachers of Kodesh have only partial evidence of how much pupils know and understand of what has been taught. The impact on music is very strong. There are also clear links with history, geography and science. Strong and meaningful contributions are made to the art and design curriculum and there is good integration with design and technology. The Kodesh curriculum makes virtually no contribution to the development of pupils' independent research skills. Many of the displays around the school emphasise the cross-curricular aspects of the curriculum. Aspects of the Kodesh curriculum provide a stimulus for much of the pupils' work in art and design and in design and technology throughout the school.
62. The school has made considerable progress in systematically relating the work in the Kodesh curriculum to the Foundation Stage Curriculum and to the National Curriculum programmes of study for Years 1 and 2. However, this process is far less well developed in Years 3 to 6. A joint approach to cross curricular planning and associated assessment procedures between National Curriculum teachers, subject leaders and the Kodesh teachers has been piloted in Years 1 and 2. This initiative, including the development of formative assessment, is to be extended to Years 3 to 6. Although work in the Kodesh curriculum makes a positive contribution to the National Curriculum, in order to maximize this contribution the school must ensure that there are genuine and meaningful links in subject content, knowledge, skills development and conceptual understanding.
63. Although around half of the Kodesh teachers are unqualified, the majority have long experience of teaching the Kodesh curriculum. A limited range of teaching strategies are used. There is a heavy reliance on long periods of direct teaching and rote learning. Assessment opportunities in Kodesh lessons are primarily through factual questioning with limited opportunities for discussion. Lessons are well prepared, but there is little evidence of opportunities for written assessment and consolidation of what has been learned. The traditional emphasis on oral assessment and lack of opportunities for extended written work impacts on pupils' achievements in writing in literacy and across other subjects of the National Curriculum. Support for pupils with special educational needs is very good although more able pupils are not always sufficiently challenged. The Kodesh curriculum for pupils in Years 3 to 6 differs for boys and girls with a greater emphasis on text based learning for the boys. Talmudic law is studied only by the boys.
64. The following paragraphs detail and evaluate the contribution made by the Kodesh curriculum to the National Curriculum in specific subjects.

The Foundation Stage

65. The Kodesh curriculum in the Foundation Stage is blended effectively into teaching towards the early learning goals. It has a positive impact on pupils' language development, knowledge and understanding in mathematics and creative development. Religious, cultural and family traditions are used well to consolidate and extend children's learning. Children's personal and social

development is effectively promoted by daily routines such as parents sending in 'good deed' notes which are shared at circle time. Children's experiences outside school are reflected well through Kodesh studies and Kodesh teachers and Foundation Stage teachers work well together. Children's achievements in both curriculum areas are celebrated simultaneously through displays.

English

- 66. The Kodesh curriculum is taught in English. Pupils are encouraged to listen carefully, articulate their ideas clearly and think logically. This is having a very strong influence on their speaking and listening skills. Careful and precise textual analysis is a key feature of Kodesh lessons, particularly in Years 3 to 6 and as such makes a valuable contribution to pupils' reading development. A lesson on the derivation of Hebrew words enables pupils to appreciate differences between textual understanding in English and Hebrew. It provides opportunities for pupils to put forward logical arguments and justify their point of view.
- 67. The Kodesh teaching makes a more limited contribution to pupils' writing development as it provides too few opportunities for extended pieces of writing and does not encourage pupils independent research skills, either in Kodesh lessons, literacy lessons or across the curriculum as a whole.
- 68. The sedra of the week (weekly portion of the Torah) is used as a stimulus for drama; pupils are given opportunities to act out characters from the story. Pupils also have occasional opportunities to write a short text summarising the main parts of the sedra. The expectations of what pupils should achieve in literacy lessons are reinforced during written work in lessons on the sedra.
- 69. In Year 1, phonic skills and the relationship between letters and sounds are developed as pupils learn to read Hebrew.

Mathematics

- 70. The impact of the Kodesh curriculum is largely on the early years of number work and on pupils' mental/oral skills. Numeracy forms an integral part of the early study of Hebrew through Gematria. Each letter of the Hebrew alphabet has its equivalent numerical value or gematria. Measurement in non-standard units links with the fact that Jewish measurements were made in the form of hand-spans, finger lengths and arm lengths.

Science

- 71. A recent science fair in school emphasised the cross-curricular aspects of the Kodesh teaching. For example, it focused on the topic of electricity and light and related this to how light is used in religious observance. It is intended that this will become a standard element of the curriculum. In the Reception class, pupils sort and classify fruit. This is a meaningful link with teaching pupils the Hebrew names and the specific blessings associated with each fruit. The teaching of Dinim (laws and customs) is further linked with science in Years 1 and 2 with the classification of animate and inanimate objects or the effect of temperature on food.
- 72. A lesson in Year 5 provided a detailed and comprehensive description of a range of scientific phenomena, including the force of gravity and its effects, the length of shadows at different times of the day and the differences between a solar and lunar calendar. The scientific content of the lesson was specifically related to the timing of different Jewish festivals and advanced both pupils' scientific understanding and their ability to make connections between different subjects of the curriculum. Opportunities for assessing pupils' understanding were provided through a selection of short written activities, geared to the range of abilities in the class.

Art and design

73. Strong and meaningful connections are made throughout the school between the Kodesh curriculum and the National Curriculum in art. The art subject leader is aware of the potential for cross-curricular links and these are regularly developed. Festivals provide a major focus for art work. For example, there is a whole school focus on Chanukah and a competition for designing a menorah. Art work reflects and promotes the spiritual context of the school, strengthens the partnership between parents and the school when pupils take work home and develops pupils' self-esteem through display of their work around the school.
74. However, there is a strong emphasis in Kodesh lessons on the outcomes of the activity and less emphasis on the development of specific skills. As a result many activities are highly structured and heavily teacher directed. For example each week, pupils prepare art work in connection with the weekly portion of the Torah (sedra). Boys in Year 1 decorate a border around a familiar prayer. There is no specific art learning objective and the activity is incidental to the religious purpose of the lesson.

Design and technology

75. Displays around the school provide considerable evidence of how the Kodesh curriculum is integrated with the National Curriculum programmes of study. For example, the current project in Year 2 on 'Can buildings speak?' has resulted in pupils investigating and designing a range of structures. They have designed and made models of shuls (synagogues) and made tents (homes of Bnei Yisroel) which reflect that the children of Israel camped in tents during their time in the desert. Pupils in Year 2, in connection with their work on deserts also make working models of wells. This project provides opportunities for the development of specific design skills as well as emphasising the religious connections.
76. In the National Curriculum, girls in Year 5 are designing musical instruments. In the Kodesh curriculum, they are designing a Kosher kitchen. The purpose and relevance of the Kodesh activity is clear and pupils make good progress in their design and technology skills development. However, the skills of initiating a first design are repeated because of lack of liaison between the two teachers and subject leaders. Jewish festivals provide a major focus for designing and making activities. For example, when making succos for Succot, pupils can design shelters with roofs that can be opened by pulleys or levers. Pupils can also apply their knowledge and understanding from other subjects such as materials in science and measuring in mathematics.

Geography

77. Study of the Land of Israel, its climate and physical environment are regularly taught within the Kodesh curriculum. For example in Year 5, links are made between the wanderings of nomadic people in biblical times, the topography of the Sinai peninsular and the current borders of Israel. The teacher provides a vivid exposition of desert life, illustrated by evidence from his recent visit. It is linked to an explanation of how the mitzvos (religious obligation) of living in Israel can only be fulfilled by living within certain borders. Opportunities are missed for linking this to specific National Curriculum programmes of study. For example, if extended, this topic could be usefully developed as an example of a contrasting community, contrasting the lives of the Jewish Diaspora in Britain with life in Israel.
78. In Year 2, both girls and boys are taught about aspects of a desert climate and environment. Links with the National Curriculum are incidental. There are no apparent links in subject matter, knowledge, skills development or conceptual understanding.

History

79. Traditional and historical issues are judged by the school to be fundamental to its ethos. It is the key to the Kodesh curriculum that pupils understand the history and development of the Jewish people. All the Yomim Tovim (festivals) and customs are linked to historic events. Many of the National Curriculum requirements for history are met when studying Jewish festivals in Kodesh lessons; for example, knowledge and understanding of events and changes in the past,

understanding of the lives of significant people in Jewish history and developing a sense of chronology.

80. Some National Curriculum links are established; for example with teaching about ancient Greece when Chanukah is celebrated. In the Kodesh curriculum, pupils recognise the differences between the Greek and Jewish ways of life and the struggles for survival of the Jews to worship one G-d. The National Curriculum and Kodesh curriculum are also linked with teaching about ancient Egypt at the time of Pesach.
81. In history work in Year 3, the Kodesh work identifies links with National Curriculum work, for example when looking at time lines. The teaching develops the pupils' skill in transferring information from one context to another; in this case from pictorially sequenced pictures to a time line. However because of inadequate use of assessment, the Kodesh work does not sufficiently add to the pupils' knowledge of ancient Greek culture, nor is there questioning of the pupils to ensure that pupils understand the information they are transferring. The history subject leader has not had the opportunity to be briefed about history elements within Kodesh studies.

Information and communication technology

82. During the inspection there was very little evidence of Kodesh studies directly or indirectly contributing to the National Curriculum in ICT.

Music

83. The music teaching in the school is set almost entirely within a Jewish context and makes a valuable contribution to pupils' spiritual and cultural life. There are no clear delineating lines between music in the National Curriculum and music in the Kodesh curriculum. Regular opportunities to hear visiting musicians are built into the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the provision for the pupils of the school, the headteacher, staff and governors should take steps to:

- (i) Improve the overall quality of teaching and learning, reducing the current significant range within and between year groups by:
- using the excellent and very good teaching models already within the school to support the professional development of colleagues in their use of a range of teaching and learning styles;
 - improving the subject knowledge of some teachers;
 - increasing the opportunities for extended writing;
 - raising expectations of the more able pupils and ensuring work is appropriately challenging for all ability groups;
 - increasing the use of formative assessment to guide short-term planning;
 - reviewing the deployment of staff to avoid fragmentation of the day and the curriculum;
 - improving the quality of the learning environment in most classrooms and around the school, ensuring pupils are encouraged to become responsible learners; and
 - implementing a focused and targeted programme of classroom monitoring.
- (Paragraphs: 14,15,18,19,20,21,22,25,51,67,85,105,109,120,121,122,127,134,142,153,173)*
- (ii) Maximise the time devoted to the National Curriculum by more careful planning and development of the substantial contribution already made by the Kodesh curriculum by:
- continuing to systematically relate work in the Kodesh curriculum to the National Curriculum programmes of study; and

- continuing to develop a joint approach to cross-curricular work including formative assessment, between National Curriculum teachers, subject leaders and the Kodesh teachers.

(Paragraphs: 21,23,34,61,62,63,67,74,76,77,78,81,83,140,145)

- (iii) Strengthen the formal working practices of the governing body regarding their role in monitoring and evaluating the effectiveness of the school by:

- reviewing the schedule of full governors' meetings and committee meetings, terms of reference for committees and the distribution of minutes;
- establishing an annual cycle of information received from the headteacher and others, including the quality of provision, the curriculum and standards achieved by the pupils; and
- ensuring the governing body as a whole is securely involved in the annual development planning process enabling it to take well informed strategic decisions and to monitor the work of the school.

(Paragraphs: 52,53,56,59,)

In addition the following minor issue warrants careful attention:

- Raise standards in information and communication technology (ICT) by ensuring that the ICT action plan is fully implemented within the school development plan.

(Paragraphs: 3,4,150,151,152)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

88

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

55

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	9	26	40	8	1	0
Percentage	5	10	30	46	9	1	0

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

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)

26

456

Number of full-time pupils known to be eligible for free school meals		20
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FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	7	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	60

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	31	31	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	27	30
	Girls	28	29	30
	Total	56	56	60
Percentage of pupils at NC level 2 or above	School	90 (92)	90 (99)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	28
	Girls	29	29	31
	Total	57	58	59
Percentage of pupils at NC level 2 or above	School	92 (99)	94 (97)	95 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	19
	Girls	18	17	19
	Total	34	37	38
Percentage of pupils at NC level 4 or above	School	81 (79)	88 (77)	90 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	19
	Girls	18	16	19
	Total	34	35	38
Percentage of pupils at NC level 4 or above	School	81 (79)	85 (77)	90 (81)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
286	0	0
0	0	0
132	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	16.93
Number of pupils per qualified teacher	27
Average class size	23

Education support staff: YR - Y6

Total number of education support staff	16
Total aggregate hours worked per week	245

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	5
Total aggregate hours worked per week	70
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	1,030,000
Total expenditure	1,021,000
Expenditure per pupil	2,118
Balance brought forward from previous year	860
Balance carried forward to next year	8,353

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	482
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	3	0	1
My child is making good progress in school.	71	26	1	0	1
Behaviour in the school is good.	56	31	8	1	4
My child gets the right amount of work to do at home.	58	26	10	4	1
The teaching is good.	68	28	1	0	3
I am kept well informed about how my child is getting on.	46	40	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	75	24	1	0	0
The school works closely with parents.	58	38	3	1	0
The school is well led and managed.	78	21	1	0	0
The school is helping my child become mature and responsible.	72	26	1	0	0
The school provides an interesting range of activities outside lessons.	49	24	17	3	6

Summary of parents' and carers' responses

The parents are generally pleased with all that the school does. In particular they say their children like coming to school; the teaching is good and their children make good progress; the school works closely with them and they feel comfortable approaching the school with questions; the behaviour of their children is good and the leadership of the school is good.

Other issues raised by parents

None

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

84. The quality of the provision continues to be sound. Children enter the nursery class when they are three years old. Most attend part time with six children attending full time. They move to the reception classes when they are four; the school allows flexibility in the time they move to the reception classes on the basis of children's individual needs and parental choice. All children are admitted to the reception classes at the beginning of the academic year. Attainment on entry to the nursery is in line with what is usually expected for children of this age. Progress through the Foundation Stage is sound for children, including those with special educational needs and English as an additional language. They are well supported and their individual educational needs are effectively met. By the end of the reception year most children will reach the early learning goals in all the areas of learning. A few children will exceed the goals in communication, language and literacy, mathematical development and knowledge and understanding of the world.
85. The quality of teaching and learning is sound overall and some of it is good. Teachers and support staff have clear understanding of the needs of the children. They use their knowledge of children's religious and cultural traditions well to set routines and provide activities, which build successfully on what children know and can do. This contributes very well to strengthening links with parents. They manage the children well and create a secure environment in which children settle quickly. In the nursery and reception classes children are provided with a variety of appropriate activities but the learning intentions are not always sufficiently challenging, particularly for the higher attaining children. Whilst there is a sound range of structured play activities, on some occasions the focus for what children should learn, is unclear. Some children play for long periods without purpose or interaction with adults and subsequently miss opportunities for consolidating and extending learning. Activities are assessed on an ongoing basis and appropriate records are maintained.
86. The curriculum is appropriately based on the national guidance. The Kodesh studies contribute well to children's learning and development. For example, children count days in 'The Seven Weeks' between Passover and Shevnus. They learn prayers for different foods and develop their knowledge and understanding of fruits growing on trees, cereal foods and animal produce. The new requirements for induction and reporting to parents are in the process of being implemented by the school. Good induction procedures are in place. Parents make very good contribution to their children's learning and links between the parents and the nursery are very strong. For example, parents post 'Mitzva'(good deed) notes for their child in the box and these are shared at circle time.
87. The nursery manager and the infant co-ordinator effectively carry out their specified range of duties. The nursery manager monitors the teaching and learning, provides sample lesson plans and medium-term planning and gives good support to the nursery staff. Monitoring of teaching and learning in the reception year is underdeveloped. The timetable for the reception classes is based on alternating Foundation Stage curriculum and Kodesh studies, taught by different members of staff. Too frequently, this obstructs the flow of teaching and learning for young children which impedes the quality of learning. Each reception class is taught by several staff for varying lengths of time, which has a negative effect on the quality of provision and creates a sense of instability and a lack of ownership for the learning environment in the classes, for example, three teachers, two of whom teach Years 4 and 5 and use the third teacher's lesson plans when teaching a girls' class for different sessions. Two staff teach Kodesh studies and work in the support role in the same class. Children in that class, were seen to be confused about who was their 'real teacher'. There is a lack of liaison between the nursery and the reception classes. Analysis of children's work in books and in lessons, shows some inconsistencies in standards achieved by children and the quality and range of work provided in all the reception classes. The overall provision in the girls' classes is weaker than the boys' classes. There is no regular system for collaboration in

- planning between all the reception classes. The overall organisation of the Foundation Stage is unsatisfactory being split between two managers, one for the nursery year and one for reception.
88. Accommodation for the nursery and reception classes continues to be satisfactory. The outdoor play facility has much improved since the last inspection for the nursery children but continues to be unsatisfactory for the reception age children. The quality and range of resources is adequate for the nursery but unsatisfactory for the reception classes. An appropriate range and quality of small construction equipment and games is available in all the classes but there is very little large construction equipment. The role-play areas are poorly resourced with few well-used materials and equipment. The learning environment in the classrooms is uninspiring. Access to the newly acquired high quality exciting range of big books is limited for the children.

Personal, social and emotional development

89. The teaching and provision for this area of learning enables children to make sound progress and by the end of the reception year most will reach the early learning goals. Teachers use effectively the religious beliefs and cultural norms as a framework for children's social, emotional and personal development. Relationships between staff and children are very good and help to foster a calm, positive and disciplined learning environment. The children demonstrate growing confidence and self-assurance in their application to tasks. Children develop independence through undressing and dressing for physical education lessons but overall have few opportunities to develop independence in some of their learning. They behave well. Most children understand what is expected of them and behave accordingly. Children, in both nursery and reception listen to adults and wait for a turn to play, answer questions or to help to clear up at the end of a busy session.

Communication, language and literacy

90. The provision and quality of teaching are satisfactory. Progress overall is sound; some children are likely to exceed the early learning goals with most children's attainment by the end of the reception year being in line with the expected standards. Adults use discussion, questioning and explanations well to generate interesting situations for developing oral skills. Many children are very confident in reciting prayers and other religious facts in Hebrew. Children are developing an interest in books. The teaching of reading by letter sounds is systematic and children make good progress. Most know their names and read familiar simple texts independently with growing accuracy and fluency. Most children write their names independently and use their phonic knowledge to build simple spellings such as 'I sa erpln' (I saw aeroplane). Most frame simple sentences accurately and represent their ideas pictorially with growing level of detail. However, insufficient attention is given to presentation and many children's work in books and on worksheets is untidy.

Mathematical development

91. The quality of provision and teaching is satisfactory. Progress overall is sound and some children are likely to exceed the early learning goals with most reaching the expected standards. The range and quality of mathematical experiences and activities is variable between classes. In both classes for boys, children experience mathematical language through a range of activities, develop awareness of shape, colour, money and time and begin to record work in numbers beyond ten. Most children recognise numbers to ten and are beginning to do simple addition and subtraction. There is evidence of children experiencing numbers above ten in Kodesh studies but this is not extended or consolidated in their mathematics work. Few examples were seen of children doing practical mathematical activities and of solving simple problems. A considerable amount of time is spent through to the end of the reception year in practising numeral formation of numbers one to ten.

Knowledge and understanding of the world

92. A good range of activities is provided to develop children's knowledge and understanding of the world around them. It lays good foundations for the future learning in science, history, geography and religious education. Children experiment with planting bulbs and seeds and record their observations. They develop computer skills in mouse control and learn to drag and click with growing confidence. Nursery children develop their understanding of a Kosher Farm and explore their senses by tasting, touching and observing carefully the taste, texture, smell and colour of different types of dairy foods such as cheese, milk and yogurt. They learn about Kosher labelling and where and how these foods are produced. Reception children map out routes to school and identify key landmarks. Good use is made of daily routines to develop a sense of time. By the end of the reception year some children will exceed the early learning goals, the majority will reach the expected standards.

Physical development

93. There has been improvement in the accommodation for outdoor play for the nursery children since the last inspection and the school is now in the process of developing the quality of teaching and increasing the range of play opportunities. However, this aspect continues to be lacking for the reception children. The good teaching of physical education lessons contributes well to children developing co-ordination and control in their movements and the large majority are likely to reach the early learning goals by the end of the reception year. In the hall they travel confidently in different directions when going on the 'Bear Hunt'. They run and jump showing regard for safety, space and others. They are becoming aware of why exercise is important and engage in warm up and cool down activities with enthusiasm. The many practical activities that the teaching provides like manipulating clay and play dough and making collages, enables children to practise and develop fine motor skills.

Creative development

94. Children's attainment in creative work meets expectations by the end of the reception year and standards have been maintained since the last inspection. Most children including those with special educational needs and English as an additional language make sound progress. Reception children develop their awareness of pattern in nature by observing the patterns on animals such as zebras, tigers and giraffes. They work collaboratively on creating a display showing 'No Loshen Hora' and effectively symbolise lips with tulips. Most children in the nursery and reception classes experiment with colour mixing and match shades in their art work and know how to make dark and light shades. Role-play opportunities are provided for imaginative play but this aspect is not developed sufficiently. During the inspection period limited musical activity was seen in the foundation stage. Children sing religious songs and prayers in Hebrew with a high level of enthusiasm and enjoyment.

ENGLISH

95. Standards in national tests for seven and 11 year olds in 2002 were in line with the national average in relation to all schools and similar schools, except for writing which was a little below; relatively few pupils achieved above the expected standards in both tests in relation to other schools' results. The school's formally submitted assessments for 2003, alongside the national tests, indicate that results for reading and writing overall this year will be higher than those found nationally. These school assessments have been consistently reliable in previous years.
96. Results in national tests indicate that the standard of boys' writing declined over the last four years; however, inspection evidence and teacher assessment indicate that this trend has been reversed and that standards have now improved with almost all pupils achieving the national average and a proportion exceeding it. There is now no significant difference in standards in English between the boys and girls, although the quantity of writing seen from boys is generally less than that of the girls and boys' handwriting shows less care.

97. Evidence gathered during the inspection shows that standards in Years 1 to 6 in all aspects of speaking and listening are high. Speaking is well developed and most pupils contribute confidently in groups and lessons, during assemblies and when with their peers. They generally answer in sentences and give reasons for their responses readily. Discussion is rightly encouraged in most lessons and is often beneficial to learning. Pupils are able to debate and argue and put their point of view well, based on reasoned thought. Their experiences from their Jewish culture and in the Kodesh studies add great strength in this area, as they are skilled at considering and debating the teaching of the Torah and expressing their ideas orally to the Rabbis in these lessons. Most pupils listen well when either an adult or child is talking. They show respect and are keen to listen to other points of view and other ideas rather than just their own. Pupils are given good opportunities to talk and to extend their vocabulary and this is effectively extending their thinking skills.
98. Standards of reading in Years 1 and 2 are very good and there are few pupils who cannot gain meaning from print readily. Most pupils enjoy reading, even those who are initially less fluent and expressive. Many pupils are above average readers. They read with enjoyment, emphasising important words or phrases; some are expressive in characterising voices and recounting action. Most are beginning to use information books effectively and put their good knowledge of the alphabet to good use. They can put what they have read into their own words whether retelling a story or recalling information. Most pupils in Year 3 to 6 can read very well and an above average proportion read much better than the expectations of their age. Some pupils in Year 6 for example, recounted in detail books they have read about the Spanish Inquisition and the history of the Jewish people, which are extremely learned and adult in character. They were able to discuss and interpret the main arguments they had studied, with impressive skill and attention to detail, showing an intellectual capacity far beyond their years.
99. Younger pupils use carefully selected books from schemes that develop skills and vocabulary progressively; and then as they progress they are given access to a wider range of books in school in the classrooms and school library. Pupils do not borrow books from public libraries because religious constraints limit the choice of books. Lower attainers use a range of strategies to read, their preference being to match sounds to letters and build up words they are not familiar with. Higher attainers are adept and fluent readers and read a range of texts. Older higher attainers use higher order skills such as skimming and scanning effectively to locate what they are looking for. Pupils' skills of accessing information in the girls' and boys' libraries are limited as both libraries are very small and are not catalogued according to the Dewey system. The home background of the pupils is a significant factor in developing strong reading habits, as pupils do not have televisions at home and reading is very highly valued within the community.
100. Pupils' enjoyment of writing is clear even in Year 1 and some pupils are already developing satisfactory handwriting. Planned practice of handwriting is beginning to have a positive effect on standards lower down the school, although some pupils in all classes have difficulty transferring the skills learned in handwriting lessons to their work in all subjects. The older pupils however, and in particular the boys, do not take enough care with their handwriting and it generally lacks care, is untidy and poorly formed.
101. The presentation of work is also weak and generally lacking in care throughout the school; the boys are much worse than the girls in this respect. Work is poorly set out and untidy and pupils do not show respect for the written work they do, or acknowledge how the teacher must feel when she receives such shoddily presented work. Spelling is satisfactory for pupils up to the age of seven, but good for pupils from seven to 11. This is because of the good strategies teachers use to help pupils spot similarities and differences in words and to help them to learn spellings.
102. By Year 2 most pupils organise their thoughts into sentences and use punctuation well. Higher attaining pupils employ speech, exclamation and question marks appropriately to punctuate their writing. They experience and are beginning to create a range of styles for different purposes and audiences such as letters and invitations. They are also beginning to learn useful features of word processing, and some can reorganise and redraft text. They use humorous verse as a structure to write their own verse by adaptation, mimicry or substitution and invent their own riddles and jokes

derived from their reading. They use a good range of adjectives and can complete simple comprehension tasks and fill in gaps in sentences. Pupils understand the distinction between fact and fiction and can select words such as 'information', chapters', 'glossary' and say whether they are likely to be found in a fact or fiction book.

103. By the end of Year 6, pupils have written in a range of styles and for a range of purposes, such as party invitations, letters of complaint, newspaper reports, poetry, stories and informative writing such as how to make a 'craft' for Tu B'shvat. They can add suffixes and prefixes to words correctly and use them in their work, can locate connectives in a piece of text and can re-use them in their own writing. They are able to identify homonyms, personifications, similes and adverbs and use them in context to improve the style of their writing, such as, 'the wind walks around my house like a cat, moving and swishing a long tail', and 'the wind runs around my house like a panther, rumbling and roaring, knocking at the window.'
104. There are some good links with the Kodesh curriculum in literacy; for example, pupils wrote and performed a play entitled, 'A Menorah for David', which combined information gained in Kodesh lessons and literacy strategies and styles gained in English lessons. Textual study in Kodesh lessons helps pupils look more closely at vocabulary and appreciate the feelings and emotions engendered by certain vocabulary, for example the Hebrew word for Egypt means 'narrow' because the Israelites felt constrained by their slavery there. Pupils experience the feeling of being 'narrow' and contrast this to other words in the English vocabulary such as 'wide' and 'free'.
105. Scrutiny of pupils' written work throughout the school shows that a wide range of styles and audiences have been used and understood by pupils and good attention is paid to encouraging their use of creative language and the structure and features of different forms of writing. In general extended writing is insufficiently developed throughout the school, particularly in the foundation subjects. Teachers are keen to develop extended writing opportunities within the Kodesh curriculum and this should improve writing standards across the school.
106. English teaching overall is sound and it is good and sometimes excellent where teachers have a real passion for language, a detailed knowledge of the structure of language, high expectations of learning and behaviour and carry out detailed planning which includes work for all levels of pupil ability including those with special educational needs (SEN) and those for whom English is an additional language (EAL) and where teachers indicate to pupils in their marking, how they can improve. In these circumstances teaching sometimes becomes excellent. In the better lessons, teachers introduce lessons and their expectations clearly through sharing planned outcomes so that the pupils know what they have to do and by when. These outcomes are challenging and based on secure knowledge of both the subject and the learning needs of pupils. There is constant checking and focusing on progress towards the outcome. The final plenary session is used effectively to ensure that the teacher has good knowledge of how targeted groups and individuals have got on and that all pupils' learning is reinforced.
107. The National Literacy Strategy has been adapted to suit the pupils and is implemented well, effectively raising standards. Work is well planned by teachers and in many cases is suitably adapted for pupils with special educational needs, although the careful linking of targets for learning for pupils with special educational needs with literacy targets would improve progress still further and higher attainers in some classes could be given greater challenges in writing tasks.
108. Teachers' planning is satisfactory and includes information about how the teacher is intending to move all pupils' learning on from what they have already attained. Homework is set regularly and sometimes linked to planning. Although some progress has been made in introducing texts which represent the diverse nature of multicultural Britain, this approach is not fully embedded in the practice of the school and there is room for further improvement as there is in the use of texts related to the foundation subjects, such as history and geography.
109. Some classroom assistants support learning well. They know particular pupils well, especially those having special educational needs and help these pupils to make good progress; however this support is very variable and in some classes actually interferes with the teacher's teaching of the subject.

110. Almost all pupils enjoy the subject and are keen to learn. They pay good attention and respond promptly and thoughtfully to adults. Most stick at tasks until they are finished. Their very positive attitudes to language and learning, obvious enjoyment of debate and the use of language, strongly supported by their experiences within Kodesh studies and within the context of their wider community, combine to enhance the overall learning in lessons.
111. Most pupils make good progress in most lessons over time. When teaching is more effective, pupils show they are capable of making very good progress. Pupils enter the school with average attainments in language and leave with attainments that are above average, especially in speaking and listening and reading. The school is effective in promoting pupils' learning in English and in enabling them to reach above average standards by the time they are 11. Pupils achieve well, but writing standards have room for improvement. The relatively poor presentation of work reflects a lack of care by some pupils and a low priority given to it by some teachers. Higher expectations by all would raise standards further.
112. The subject is very well managed by an experienced and well qualified teacher who has overseen the introduction of the National Literacy Strategy into the school and checks regularly that it is still being followed consistently and effectively in classrooms. She has very good knowledge of the strategy and gives good advice on planning and raising standards to teachers. For example, recent initiatives in developing writing are beginning to raise standards in this area, but there is still much to be done if pupils are to reach higher levels of attainment. She is very knowledgeable about literature and is making a strong contribution to English in the school.
113. Accommodation and resources are satisfactory and the subject benefits from the knowledge and efforts of teachers and classroom assistants. There is a satisfactory range of reading books, big books and other resources to support all aspects of literacy and money is well spent by the co-ordinator to target the purchasing of materials to support curriculum needs, such as the recent initiative to improve group reading opportunities throughout the school. There is room for further improvement in the provision of more reading and library books for the girls and the establishment of a library for the boys with a similar selection of books to the girls, which is recognised by them as a library, not just a book store, and is used regularly.
114. The school has made good progress since the last inspection in raising standards, particularly in speaking and listening and reading, but, in order to raise standards in writing, attention must be given to improving handwriting, presentation of work and improving opportunities for and time for, extended writing across the curriculum. The school has set appropriate targets for pupils to achieve in English in 2003 and 2004.

MATHEMATICS

115. The most recently published national test results, for the summer of 2002, showed that standards in mathematics of pupils at the end of Year 2 were above the national average and above standards in similar schools. Inspection evidence and the school's data indicate that these standards have been largely maintained by the present cohort of Year 2 pupils who have just completed their national tests.
116. The 2002 published results for pupils at the end of Year 6 in 2002 also showed standards to be above the national average and similar schools. Inspection evidence shows that a high proportion of pupils currently in Year 6 have attained the national expectations for their age. Whilst almost a third of the pupils are exceeding the national expectations this figure is not quite as high as last year. This is in line with the school's own most recent data. Boys perform at a marginally higher level than do girls. Standards in mathematics have risen steadily since the time of the last inspection. The rate of improvement has been in line with the national trend. The school has set appropriate targets for pupils to achieve in mathematics in 2003 and 2004.
117. Many of the pupils' have good mental arithmetic and computation skills in the four rules of number: addition, subtraction, multiplication and division. They are less secure in independently deciding

which method of calculation to choose, for example to do a calculation orally, using informal jottings or more traditional written methods. Problem solving is also an area where many pupils feel less secure along with selecting and using measurement scales. The school is aware of this having made a careful analysis of the pupils' performance in interim tests in Years 3, 4 and 5 and already has developed planning to improve it. The seven year olds have an understanding of place value for tens and units and are gaining strategies for mental calculations; for example how to add/subtract nine or 11 by rounding to ten first. They record their calculations using formal written methods. They understand the concepts of fractions, line symmetry, the properties of two and three dimensional shapes and the use of standard units in measurement. They are beginning to solve simple problems. Across the school the pupils' work books and folders show they have covered a broad range of mathematics topics during the year. The 11 year olds have a secure understanding of place value; they have learnt to record accurately complex calculations, including long division, using traditional written methods. The large majority of them also have a good understanding of fractions, percentages, shape and measures, for example the properties of regular and irregular shapes and the use of protractors. They enjoy solving problems of logic and investigations and collaborate well together when engaged in such activities.

118. The pupils are making good progress overall in mathematics, in individual lessons and over time. Standards when they arrive in school are broadly average and by the time they leave the school standards are above average. In some lessons the more able pupils are not fully challenged, when much time is given in explanations for the less able pupils and when the more able pupils are set relatively easy tasks, not building on their current levels of understanding.
119. Overall the pupils' behaviour in lessons is good; in most lessons their attitude to the mathematics topic or activity is also positive, particularly in those lessons where the teachers select a range of different activities, for example pupils placing their chosen numbers on 'post-its' in the right place on a Venn diagram and explaining their reasoning, pupils in Year 1 making three dimensional shapes in plasticene, discussing their properties then labelling and displaying them and Year 6 pupils working in pairs on an investigation with 'Function machines'. In other lessons, particularly where the teacher talks for very long periods of time, whilst they listen very patiently and politely, pupils show little real interest or involvement. The presentation of mathematics work is sound in Key Stage 1 but a proportion of the books and folders in Key Stage 2 is scruffy, with graffiti on the covers of many exercise books and folders and with little apparent pride reflecting a low status given to the subject.
120. The quality of teaching and learning is broadly sound. It is good in Key Stage 1; in Key Stage 2 in individual lessons it is sometimes good, but occasionally it is unsatisfactory. This shows little overall improvement from the time of the last inspection when there was no reported unsatisfactory teaching. In the sound lessons there are some strengths and some notable shortcomings. Where the teaching is either good or very good the pupils make rapid gains demonstrating their overall high potential. Learning is helped by some good and very good teaching and by the pupils' good behaviour, very good listening skills and their ability to sustain concentration. It is also supported by their good relationships with the teachers who usually manage the pupils well. There are a number of strengths within the teaching which promote effective learning. Planning is broadly consistent across year groups for boys and girls. Teachers are using the guidance from the National Numeracy Strategy. Most teachers share what it is they want the pupils to learn at the beginning and refer back to it at the end of the lessons. In the better lessons teachers ensure a range of activities to involve the pupils, they encourage them to discuss their mathematics and consider reasons for their answers or chosen methods. Some teachers are making very good use of information and communication technology (ICT) to support their teaching; examples during the inspection include Power Point presentations to inspire the pupils in the oral and mental start of lessons, the use of an overhead projector to demonstrate the use of a protractor and pupils using calculators to investigate and demonstrate the principles of place value. The shortcomings include unsatisfactory subject knowledge by some teachers within Key Stage 2, confusing the pupils and hindering their learning, lengthy and sometimes very repetitive talking by the teacher without opportunities for the pupils to respond, a lack of differentiation to ensure pupils of all abilities are suitably challenged and very prescribed activities giving the pupils little opportunity to take responsibility for the way they approach the task. In a few classrooms, for example a Year 2

class, there is a very good numerate environment with a range of number lines, patterns, mathematical vocabulary, collections of shapes, some linked to the Kodesh curriculum, for example one to 400, the numerical values from Aleph to Taw in the Hebrew alphabet, which enhance and support learning. However, this is not the case in the majority of classrooms, some of which have a poor numerate environment. Almost no mathematics work by the pupils is displayed in classrooms. There is an effective display linking art and mathematics in the junior girls' corridor.

121. The mathematics curriculum addresses all the elements of the National Curriculum and is now embracing much of the guidance within the National Numeracy Strategy. The school has identified the need to strengthen the three part lesson identified within the Numeracy Strategy, particularly in relation to the plenary. This will check on the pupils' learning within the lesson. There is also a need to strengthen the quality of the oral and mental starters. A number of staff have joined the school since the National Numeracy Strategy was introduced and have missed the original training. There are some links with other curriculum areas for example, science, ICT and history, allowing numeracy skills to be practised in context.
122. There is now a very good whole school system for recording and tracking the pupils' progress from year to year in mathematics. Not all the teachers have been trained to make the best use of this data. The shorter term monitoring of progress during the year and at the end of each unit of work is not yet fully established. The numeracy strategy 'assess and review' materials are not fully deployed nor supplemented by the school's own system. Whilst almost all of the pupils' work is marked, there are few examples of teachers explaining how pupils could improve. This was identified as an area for improvement in the last inspection. Much of their work is on loose sheets, frequently undated, and kept in folders, making it difficult for the pupils, the teachers and parents to see the progression being made. The recorded work indicates a heavier reliance on published text books than was seen in lessons during the inspection and examples of little differentiation with pupils of different abilities within the same class being set the same tasks. The annual reports to parents describe the pupils' attitudes to mathematics but they do not give a full picture of the pupils' mathematical abilities and do not set clear targets for them to improve.
123. During the inspection there was little evidence of teachers marking work alongside the pupils and providing oral feedback as described in the revised school marking policy. Some classes have a limited range of mathematics resources and few accessible for pupils to select. In recognition of this a considerable sum of money has been allocated to improve the quality of resources before the start of the next school year although there has been no formal audit of available resources and identification of precise needs to support teaching within the numeracy strategy. The very experienced subject co-ordinator has good subject knowledge and supports colleagues with ideas and advice. The leadership role of monitoring standards and the quality of provision has been conducted by the senior management team; the headteacher takes a very close interest in the mathematics curriculum, the standards achieved and the quality of teaching and learning and monitors these across the school. Mathematics is a priority in the school development plan but the planned actions and anticipated impact are unclear.

SCIENCE

124. The standards of work of pupils in Year 2 and Year 6 match the national expectation. As most pupils start school with average skills, this shows that they make satisfactory progress and achieve as expected as they pass through the school. There has been good improvement since the last inspection in terms of the leadership and management, together with the accommodation and the contribution that the Kodesh curriculum makes to the subject.
125. Most pupils in Year 2 know and understand pushes and pulls as forces that can change the shape of some materials when applied to them. When investigating the effect of forces they can use scientific terms such as squeezing, stretching and twisting to record their findings. They understand that a complete electrical circuit is needed to make a bulb or a buzzer work and know about the dangers associated with electricity. They understand the conditions necessary for the healthy growth of plants and know about the processes common to living things, such as eating,

breathing and growing. Most pupils can make sensible predictions and have secure skills in carrying out a simple, fair test with some help from the teacher. This was evident in their investigations to find out if different model cars move at different speeds. They can record their scientific findings in a variety of formats, such as in tables and graphs and can explain their ideas and work using relevant scientific terminology.

126. In Year 6, most pupils can identify the need to make a test fair and can carry one out independently of the teacher, such as when investigating how different substances dissolve in hot and cold water. However, the conclusions to their experiments tend to be just a description of what they have done rather than being evaluative and based on prior scientific knowledge and understanding. This was evident in investigation into electrical conductivity, when conclusions from more able pupils were as basic as 'metals conduct electricity'. They know how the length of a wire in a circuit affects the brightness of a bulb and can use symbols in their circuit diagrams to record their findings. They know that a force is a push or a pull and that the main forces are gravity, friction, upthrust and air resistance. They can name, locate and label the main parts of a flowering plant and can make accurate observational drawings in so doing. They show a secure understanding of how animals adapt to the environment in which they live.
127. The quality of teaching and learning is sound overall, with instances of good and very good teaching in some classes. There is also a small percentage of unsatisfactory teaching that is characterised by pupils being given activities that lack suitable challenge and the teachers not having high enough expectations of the pupils' performance and behaviour. Most teachers prepare their lessons thoroughly and share the learning objectives with the pupils, so that they are clear about what they are to learn. They have secure subject knowledge and, from this, are able to ask relevant questions to find out what pupils know and to further develop their scientific understanding. In the best lessons, the teachers have high expectations of pupils' behaviour and of what they can do and, consequently, set challenging and interesting work. The activities are stimulating and build well on previous work so that pupils can use prior scientific knowledge and understanding to support their learning. This was evident in a very good lesson for pupils in Year 2 on developing their understanding of the life cycle of a butterfly. In this lesson, as in most others, the pupils responded positively, maintaining their concentration, behaving well and showing interest in the opinions of others. In some classes, the teachers do not have high enough expectations of pupils' standards of presentation and this hinders their learning of how to suitably use their literacy skills in their report writing, as well as in their labelled scientific drawings and diagrams. There is some use of pupils' skills of using information and communication technology to enhance their work, but this is an area for further development. In some classes the use of classroom assistants is unsatisfactory, which results in them having little impact on pupils' learning. There are inconsistencies in the quality of marking, with teachers in some classes not using it effectively to develop the pupils' correct spelling and usage of key scientific vocabulary. There is sometimes a lack of challenge for the more able pupils and, in general, they require more opportunities to develop their skills in interpreting information and identifying trends from the work they have done. The pupils with special educational needs and those with English as an additional language are well supported, so that they can take full part in lessons and make sound progress.
128. There is very good subject leadership by a co-ordinator, whose work has had a significant influence on the quality of teaching and learning throughout the school. She leads by example, as is shown by her high quality teaching and the stimulating learning environment for science that has been created in her classroom. The curriculum is broad and relevant, with opportunities for pupils to develop their knowledge, understanding and skills through practical investigative activities. In these activities the pupils work collaboratively in pairs and small groups and this makes a positive contribution to their personal and social development. Links with the Kodesh curriculum have been strengthened since the last inspection and now make a better contribution to pupils' learning. A good example of this was seen in a Kodesh lesson when pupils were being taught about the effect of the sun and moon on Jewish festivals and how the path of the sun affects shadows. The planning procedures incorporate national guidelines and provide teachers with clear information about the key learning objectives and skills to be taught. The procedures for assessing pupils' attainment are satisfactory and the school has a planned intention to improve them by incorporating procedures to track the progress that pupils make, in order to set precise

targets for further improvement. The accommodation and resources are adequate, having been much improved since the last inspection.

ART AND DESIGN

129. Pupils' attainment in art and design is in line with national expectations by the age of seven and at the age of 11. Pupils make satisfactory progress as they move through the school. There is no significant difference in the attainment of boys and girls. This represents a significant improvement since the last inspection when standards across the school were judged to be below those expected nationally and pupils' progress was considered unsatisfactory.
130. The emphasis in most classes during the week of the inspection was on observational drawing, although evidence of other work in a variety of media was provided by the art co-ordinator and was seen in displays around the school. Pupils in Year 1, made observational drawings of sunflowers having heard the story of how they came to be painted. They demonstrate a confident approach to line, shape and colour.
131. By Year 2, pupils can identify patterns on buildings, replicate them on paper and transfer their designs onto a clay tile. Pupils use simple clay working tools appropriately and begin to use the correct vocabulary of texture and pattern. Pupils' in Year 2 have an understanding of the work of different artists. Using Kandinsky's painting for ideas on shape, they have used a viewfinder to take sections of drawings which will be developed into a class mural.
132. By Year 4, pupils' observational skills have developed satisfactorily and pupils make accurate drawings of chairs, giving some indication of solidity by shading their drawings and a good sense of the relative proportions of the chairs. They have had opportunities for looking at the work of George Seurat and have used a simple version of pointillism to paint fruit. The theme of colour mixing was further developed through sponge printing pictures inspired by Paul Klee's 'Legend of the Nile'. By Year 6, pupils' sketchbooks indicate further development of observational drawing skills.
133. Information technology is used to support learning in some year groups. For example, a computer programme was used to extend Year 4 pupils' understanding of pointillism. Monet's 'Poppy Field' inspired computer generated pictures on the theme of 'Dreams and Memories'.
134. The quality of teaching and learning in art and design is satisfactory overall. Time limitations to lessons during the inspection allowed little time for pupils to complete their work and projects are continued over a series of short lessons. Teachers have generally sound subject knowledge but occasionally the limited time available is consumed by lengthy introductions with few opportunities for pupils to give their own responses to pictures.
135. The art subject leader is knowledgeable and experienced and provides effective support for colleagues. The present scheme is based on national guidelines but is being slowly adapted and added to. The co-ordinator has produced support packages for each class in order to encourage the systematic development of skills across the school. She has observed teaching across the school and provided helpful feedback. Identified weaknesses are addressed and good practice is identified. Simple and manageable assessment procedures are in place.

DESIGN AND TECHNOLOGY

136. Standards of attainment in design and technology are in line with national expectations across the school. This represents sound improvement since the last inspection when standards were below the levels expected nationally and pupils' progress was unsatisfactory as they moved through the school.
137. A project on 'Can buildings Speak?' has provided a useful focus for pupils' designing and making skills in Year 2 and pupils have satisfactorily used materials to design a range of buildings and

shelters. Pupils understand what a design is and can work to given criteria. Sketchbooks give clear evidence of pupils drafting and modifying their designs in the light of suitability for purpose. By Year 2, pupils have a satisfactory understanding of the properties of different materials and use simple tools appropriately.

138. Pupils in Year 3 are able to design their own photograph frames and realise the importance of continuously evaluating their designs according to specific criteria. In Years 4, 5 and 6, pupils are also drawing up design specifications for making a variety of objects, are making prototypes out of card, for example when designing purses in Year 4 and have practised basic joining and construction skills. The progressive development of skills is not always clear in Years 5 and 6 and there is an emphasis on outcomes rather than on increasing pupils' range of techniques and use of tools. In some classes, expectations of what pupils can achieve are too low and instructions are over prescriptive. This was noted at the time of the last inspection and has not been sufficiently addressed in all classes.
139. The teaching and learning of design and technology are broadly satisfactory across the school and better in Years 1 and 2. Teachers' subject knowledge has improved and a scheme is in place based on national guidelines. The present subject leaders had taken over management of the subject immediately before the inspection and had a very limited view of what was being taught and at what level. No evidence of monitoring of teaching was available and whole staff training is planned. Both co-ordinators recognise the need for an audit of resources, basic skills and teacher knowledge in order to improve the quality of teaching and learning for the older pupils.

GEOGRAPHY

140. When the school was last inspected, pupils' attainment in geography, including pupils with special educational needs, was in line with expected national standards at ages 7 and 11. Standards overall remain broadly in line with those expected nationally by the end of Years 2 and 6. However, an analysis of pupils' recorded work in the subject for the entire school year indicates that pupils have not had sufficient time to focus on acquiring some of the key skills of the subject. The topics which they do study in Years 1 and 2 are well designed to give them the opportunity to experience these, although overall, the provision is disjointed. Previously covered work in Year 6 has been too undemanding for most pupils of this age.
141. Pupils in Year 2 have been studying a locality other than their own (the Isle of Struay) and looking for contrasts with their own locality. However, the study lacked depth and has not made a significant contribution to pupils' sense of place. Through the topic, they have been introduced to a number of key geographical terms but have not retained these. Parallel work on their own locality has not been sufficient. Teachers' marking of their work has not pointed out misspellings of key words. The current topic on seaside holidays is giving Year 2 pupils a further opportunity to study the subject. The teaching is well planned to embrace the teaching of basic literacy skills as well as geographical skills, for instance through shared reading of a big book. Pupils' learn effectively about the seaside environment and confidently use terms describing physical coastline features and aspects of the man-made environment, clearly understanding the difference between the two. They draw comparisons between the locality of a seaside town and their own locality. The boys in a Year 1 class were superbly motivated in their work relating to the school grounds, faced with the issues surrounding the establishment of a new play area and the relocation of staff parking. The pupils' map reading and orientation skills and their knowledge of the compass points enabled them to gain huge satisfaction from this project. They were able to assess safety and environmental issues and make a variety of alternative proposals for the scheme. This lesson made an excellent contribution to the development of pupils' social skills by giving them the opportunity to work in collaborative groups, which they did very well and by engaging them in a real-life social issue that touched on their lives.
142. Pupils in Year 6 have studied the water cycle but their work is, in general, poorly presented and tasks set have been too undemanding for most pupils of this age. They have not given pupils the opportunity to demonstrate their knowledge, skills and understanding. The current topic on

mountain environments is affording a better opportunity. The teaching has made reference to the 50th anniversary of the conquest of Everest as a motivating introduction to the topic and has drawn on the experiences of a mountain environment of a pupil who used to live in such a locality. However, pupils are insufficiently engaged in collecting and recording their own evidence, in analysing evidence and drawing conclusions, in using appropriate geographical vocabulary or in recognising patterns and processes that shape the world. They are insufficiently extended and insufficiently prepared for the study of the subject as they move on to secondary school.

143. The quality of teaching and learning observed is good within both key stages; it is imaginative and teachers plan and resource their lessons well drawing on their own initiative. Specialist resources to support teaching and learning in the subject are very scarce, there being no access to globes and few large scale maps of the world, Europe, the UK or the locality of the school, nor do teachers have access to computer software which would stimulate study of the subject.
144. The recently appointed leader for the subject has not yet been allocated significant time or resources to move geography teaching and learning forward. She takes an enthusiastic stance towards her role and is preparing herself well via relevant training. She has produced a scheme of work for the subject and introduced to staff a format for lesson planning which is already proving a success, helping to reinforce teachers' grasp of key terminology, their understanding of levels of attainment in the subject and their planning of lessons so that all pupils' needs are met regardless of their capability.

HISTORY

145. At the time of the last inspection, the pupils were attaining in history at below the nationally expected standards at the end of Year 6, although their attainment at the end of Year 2 was in line with nationally expected standards at that age. There has been an improvement since and pupils at both ages are now attaining the expected standards and some are exceeding them. The amount of time allocated within National Curriculum time to history is barely sufficient for the pupils to experience the breadth of study that is required if they are to securely achieve the expected knowledge, skills and understanding. Additional complementary history experiences are provided through the Kodesh studies but the formal links between the two are not yet secure.
146. The Year 2 topic on the Great Fire of London provided a suitable opportunity for pupils to add to their chronological understanding and to understand how such key events shape peoples' lives. However, pupils' written work on the topic lacks structure, providing too insecure a framework to organise their thinking and responses to the stimuli provided. More recent work on holidays in the past better captures pupils' interest in, and enthusiasm for, the subject by drawing on experiences from living memory, by using good quality resources, including pictures and photographs, and through careful planning. Pupils achieve a good sense of the period in question (the mid to late twentieth century), recognise significant differences between life in that era in the United Kingdom and the present day and recognise the value of oral history by preparing questions for an elderly local resident who has agreed to help them in their enquiry.
147. In Year 6, pupils are responding well to the current work on World War II because the topic is imaginatively resourced by the teacher who uses these resources in support of her own significant skills in telling stories of life at that time, drawing on experiences of family members and contemporary newspapers. Through their study of rationing, pupils achieve a good grasp of the contrasts in the quality of life between that time and the present day and develop the skills of empathy well. However, pupils remain largely unfamiliar with some of the key vocabulary they need to discuss this period of history and the teaching does not adequately reinforce this element of their learning. Year 5 pupils are studying the Victorian era with considerable enthusiasm, boosted by a recent class visit to Larkhill Place. They have developed a significant knowledge of a number of dimensions of Victorian times through research undertaken in groups in the lessons. They are clear about chronology and they can securely talk about similarities and differences between those times and today, for instance in relation to household appliances and their impact on family life. A Year 4 class is studying Tudor times, focusing on different views on medical practice at the time at a quite sophisticated level. This is stimulated by the teacher's enthusiasm and very good subject knowledge. A good range of resources is available, including a CD ROM which the teacher uses very expertly to develop pupils' understanding. Several pupils in this class use terms like surgeon, diagnosis and prescription with total confidence and class discussion and question and answer sessions are conducted at a high level for this age group. A Year 3 class is investigating the reflection of the Anglo-Saxon settlement of the local region through the study of place names. Their approach is enthusiastic yet they lack basic prior knowledge about the origins of the Anglo-Saxons and this leaves the lesson somewhat unconnected for many of the pupils. In all classes, classroom assistants and supplementary teachers provide appropriate support for pupils with lower capabilities.
148. Teaching and learning in history are good across the school. Most of the history teaching in the school is enthusiastic and teachers use their subject knowledge well or, where it is less secure, they work hard to ensure a sensible grasp of the subject matter. They do not yet give enough consideration to the assessment of pupils' work in relation to National Curriculum levels but the revised scheme of work provides a good structure for teachers to improve their familiarity with the levels and is very helpful in clarifying lesson objectives. The recently appointed subject leader has also focused on improving very considerably the stock of resources to support teaching and learning in history and these are having a significant positive impact. However, there is an urgent need to add artefacts to the resource stock, to make better use of timelines and to add more ICT resources.

149. Elements of the Kodesh curriculum make a significant contribution to pupils' learning in history although, as yet, the two schemes of work have not been systematically related to ensure that this contribution is maximised and consistent between classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. The attainment of most pupils in Years 2 and 6 is below the national expectation. Until the use of the recently created information and communication technology (ICT) suites, there was little systematic teaching of the basic skills in the subject. In recognition of this, the school is sensibly giving pupils work that is a year behind that expected for their age, so that they can more effectively learn the basic skills needed for further improvement. There has been good improvement since the last inspection in terms of better accommodation, improved quality and numbers of computers, in addition to the training for teachers to improve their subject knowledge and expertise. The school is working productively with the Local Education Authority to improve provision and is now well placed to raise standards in the subject. Consequently, the school is now enabling pupils of all abilities to make satisfactory progress and achieve in a suitable manner.
151. Most pupils in Year 2 have satisfactory mouse and keyboard skills, which enable them to change the style, colour and size of text in their word processing work, along with retrieving, processing and displaying information. They also show suitable skills in using a paint programme to make self-portraits and to emulate the work of the artist Jackson Pollack in his painting of 'Yellow Islands' by using the flood fill tool. Their skills in using data handling programmes are limited, as was evident in a lesson on learning that a simple graphing programme has limitations. Similarly, the pupils' understanding of how ICT can be used to control devices is underdeveloped because of the lack of suitable resources with which to experiment, such as a '*floor turtle*'.
152. In Year 6, most pupils are able to appropriately use ICT to word process their stories and poems in their English work. They know and understand the functions of icons on the toolbar and can use these to edit and save their work during these word processing activities. As pupils do not have access to the Internet, the development of their skills in using ICT as a research and information source are underdeveloped. They lack confidence in entering information onto a spreadsheet and then creating a range of graphs and charts to demonstrate their findings. This was evident in a lesson when pupils were exploring a mathematical model and then entering their formulae into cells to modify the data. They do not show suitable skills in the modelling and control aspects of the subject.
153. The quality of teaching and learning is sound, which enables pupils of all abilities to make satisfactory progress. Teachers clearly explain the learning objectives for the lesson so that pupils know what is expected of them and understand how to set about their work. Pupils are encouraged to work collaboratively in pairs on the computers, which makes a positive contribution to their personal and social development. There is an emphasis on pupils using correct technological terminology to explain their ideas, which helps them to extend their own vocabulary and, in so doing, develops their literacy skills. In the best lessons, the teachers show good subject knowledge that enables them to confidently use a variety of equipment when demonstrating techniques for pupils to use. This was seen in a lesson for pupils in Year 4, which effectively developed their skills in using the stamp and tiling tools to create repeating patterns. However, not all teachers show such confidence and the school recognises the need to provide training to improve the expertise of some teachers, so that they are better able to develop pupils' skills in the subject.
154. The good relationships between adults and pupils in lessons result in the pupils' attitudes to learning being positive and when working in pairs on the computer they are well behaved and concentrate well. They treat equipment with respect and show interest and much enjoyment in their work.
155. The leadership and management of the subject are secure, with the subject leader having a clear view of how to raise standards in the subject. There is an appropriate curriculum, with all classes having timetabled sessions in the computer suites to develop their skills. However, the school

knows that the use of ICT to support pupils' learning in other subjects is underdeveloped and is working towards teachers more clearly identifying in their planning how it can be better integrated into classroom activities. Planning procedures are secure and enable teachers to set work that builds well on previous learning. Arrangements for assessment are satisfactory and let teachers know at what level pupils are working. However, the school is keen to improve them so that the progress of pupils can be tracked and to let them understand how well they are doing, in addition to what they need to do to improve. There is also planned intention to improve the ratio of computers to pupils, so that they can have more hands on experiences to develop their computer skills.

MUSIC

156. Standards of attainment and rates of progress are generally good throughout the school in listening to and appraising their own music and music from a range of composers, music styles and cultures. There is no difference between the attainment of girls and boys and pupils with SEN and EAL make good progress.
157. Limited evidence was seen during the inspection of pupils composing their own music, so no judgement can be made on attainment or progress in this area, although it could be seen from teachers' plans that this does take place on a regular basis.
158. Standards of performance in singing are well above average and this is due to the high profile of sung music in the school, particularly Jewish music and religious music in Kodesh lessons. Observance of pitch is very good, words are clear and rhythm is accurate. All pupils sing enthusiastically with great energy and are keen to take part. Teachers give good attention to breathing, posture and phrasing to improve performance.
159. Pupils behave very well in lessons and obviously enjoy music. They are developing skills of working together and co-operation as they share musical instruments and sing together in groups and perform part-singing sympathetically.
160. In Years 1 and 2, pupils experience a variety of rhythm, pitch and tempo activities. They use voices and instruments to make a variety of long and short sounds, follow a simple graphic score and develop an understanding of the range of voice sounds that can be made. They know a small repertoire of songs which they can sing from memory, observing the correct pitch and tempo of the song. They can recognise high and low sounds, soft and loud timbre and fast and slow tempo. They can keep the pulse of a piece of music going and can create weather music using musical instruments. By the end of Year 6, pupils have further developed their repertoire of songs, can create and copy complex rhythm patterns and know that the longer notes on the xylophone are lower and the shorter notes higher. They can appraise music well and their skills of listening are quite advanced for their age, being able to listen for more than 20 minutes to a piece of orchestral music, and respond accurately to questions about the structure of the music and offer opinions about the instruments played and the style of the composer, Prokofiev.
161. Teaching and learning in music are generally good. Most teachers have good musical skills, are confident about teaching music, use time and resources well, manage pupils well, and model examples of good singing and appraisal to pupils. Pupils and teachers obviously enjoy making music together, and it greatly enhances the community spirit of the school.
162. The performance of music is well used in assemblies and girls from the lunchtime choir lustily sing a range of Jewish and Israeli songs on a Unity and Peace theme, as they link arms and sway together in time with the music. A boys' lunchtime choir sings Jewish religious music with great fervour and emotion, as the Rabbi choir master conducts them with immense skill and teaches them to sing in ever changing four part harmony while two boys sing a separate melody in the style of a Cantor in a synagogue.

163. Music performances where pupils sing, dance and play pitched and un-pitched musical instruments also take place at the end of the year, accompanied by keyboard music played by the teachers. There are good links at these performances with the Kodesh curriculum and the weekly reading in the synagogue, as pupils sing solos and harmonise and sing in rounds in choirs. They also sing a range of songs about important characters from the Torah such as Noah and Moses. At present there are no opportunities for instrumental music or recorder lessons, but there are plans to develop these in the future.
164. Art is well linked with music in Year 4, where pupils create a large frieze of Saint Saens, 'Carnival of the Animals' and in Year 6, where pupils write plays and make puppets for their own story presentation, using Prokofiev's 'Peter and the Wolf' as a starting point.
165. Music provision is enhanced by a number of visiting musicians such as a local musician who plays bouzouki and violin to illustrate the tunes from the Jewish culture, which occur in a storytelling session from the Russian Jewish oral tradition. Pupils listen mesmerised to the story and clap and sing in time with the music, learning the tunes very rapidly and singing them liltingly with great enthusiasm.
166. There is an effective music policy and scheme of work which is in line with national advice and the keen subject leader leads the development of the subject well giving advice to staff where required and confidence to non-musicians to teach the subject both informally and in training sessions.
167. There are sound procedures for assessment of learning at the end of each unit of study and these are used well to inform future planning. Planning is checked by the subject leader, who has also made a start in observing some teaching and offering suggestions for improvement. She has purchased a good range of musical resources which are well used, including pitched and un-pitched instruments, posters, books of songs, CDs, cassettes and players for each classroom. Two ICT programmes to support links with music and ICT have been obtained and the LEA Music Advisor has visited the school to assist with development. Songs, instruments and music for appraisal, include those from other cultures such as Africa and India.
168. Music is contributing well to the spiritual, moral, social and cultural development of pupils, as they learn to appreciate a wide range of music, give a personal response and explore what animates themselves and others. They are learning how to take care of the musical instruments and how to work together as they sing and play instruments together. They also enjoy participating in a good range of musical events, including the music of other cultures.
169. The improvement in music since the last inspection is good and music is making a strong contribution to fulfilling the aims of the school.

PHYSICAL EDUCATION

170. Standards attained by the end of Years 2 and 6 are in line with national expectations. Standards have been maintained since the last inspection but boys' attainment continues to be lower than that of girls. The school has an appropriate policy and uses the national schemes of work to ensure the development of skills. Pupils make satisfactory progress including those with special educational needs. All pupils in Year 5 have opportunities for swimming. Most pupils have learnt to swim and take great pride in acquiring this skill.
171. Pupils in infants and juniors respond enthusiastically to their games and athletics skill activities and use the good range of small apparatus safely. Pupils in the junior classes are capable of extended activity and they enjoy a challenge. Tennis, football and basketball skills are extended by experienced visiting coaches. Teachers extend their own knowledge by involvement in enterprises such as 'top-play' for youngest pupils and 'top-sport' for older pupils. The standards achieved by boys continue to be affected by their disappointing attitude to this subject and their lack of enthusiasm in lessons. The behaviour and approach to developing physical skills seen in lessons was similar to that reported in the previous inspection. Pupils generally lack the appropriate level of skill to jump and land on two feet with control and co-ordination and do not

always pursue the activities with maturity and effort. The school is well aware of the situation and is considering ways of addressing this need through seeking to appoint a male tutor.

172. Overall the quality of teaching is satisfactory. Teachers have benefited from INSET opportunities, which have raised teacher confidence. Lessons are planned appropriately, although some children are capable of more challenge in activities. Teachers give safe practice a high priority and pupils are taught to lift and carry safely. Instructions are clear, although on occasions teachers take too long. Pupils listen attentively and follow the instructions accurately. The use of support staff is variable; when used effectively they support individual and small groups well. For example in one of the lessons the support assistant worked very well with the special educational needs pupil who worked at their own level and made good progress. Planning includes opportunities for evaluation but pupils' skill in evaluating own and others' performance and giving and receiving feedback is at an early stage of development. Teachers make good use of demonstration in the girls' lessons but this strategy is not used for boys due to cultural considerations, which impedes their progress since they are not presented with models of high quality performance.
173. The co-ordinator monitors planning and provides model lessons for teachers. Subject management is broadly satisfactory. The national guidance was adopted two years ago but as yet has not been adapted to suit school needs. The action plan drawn by the co-ordinator is aimed at developing assessment procedures and ensuring that the scheme is used consistently. However, it lacks a sharp focus and strategies for achieving objectives lack clarity. Assessment practices need to be developed further.
174. The accommodation for the subject has improved significantly with separate halls for the girls and the boys. The school has also made good improvement in equipping both halls with new gymnastics and other small equipment. However, the frequent use by the community of one of the halls restricts teachers in setting out the gymnastics apparatus. There are no large grassed areas for extended games or athletics. The surface on one playground is not ideal for high quality skills development. Resources overall are adequate for the subject.