

## INSPECTION REPORT

**AVIGDOR HIRSCH TORAH TEMIMAH  
PRIMARY SCHOOL**

Dollis Park  
London NW2 6RJ

LEA area: Brent

Unique reference number: 131916

Principal: Rabbi E Klyne

Headteacher: Mr A Wolfson

Reporting inspector: Frances Forrester  
11590

Dates of inspection: 24 - 26 February 2003

Inspection number: 248871

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Male
School address:	Park Side, Dollis Hill London
Postcode:	NW2 6RJ
Telephone number:	020 8450 4377
Fax number:	020 8830 6202
Appropriate authority:	governing body
Name of chair of governors:	Mr A Becker
Date of previous inspection:	not applicable

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11590	Frances Forrester	Registered inspector	Areas of learning for children in the Foundation Stage Art Design and technology English as an additional language Special educational needs	What sort of school is it The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9502	Rosalind Hall	Lay inspector		How well does the school care for its pupils How well does the school work in partnership with parents?
18116	Chris Taylor	Team inspector	Science Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Music	
23164	Penny O' Brien	Team Inspector	English	Pupils' attitudes, values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

The school is located in the London borough of Brent in what was originally Dollis Hill Synagogue. The school is for Orthodox Jewish boys who live in North West London. It was founded 12 years ago when a group of parents decided that local Jewish schools were becoming overcrowded. It became state aided two years ago, and in February 2002 the governors decided to restructure the leadership and management. A new headteacher was appointed in September 2002 to work alongside the former headteacher who was promoted to be the school's spiritual leader and principal.

The school caters for 203 boys. There are 25 children in the kindergarten. Other important information about the school is that:

- there are no pupils who have school meals free of charge, which is exceptional;
- thirty-one pupils have special learning needs and only one pupil has an educational statement of provision, which is low for a school of this size;
- there are eight pupils who come from heritages other than English; this is below the national average. Their family languages are Hebrew and French;
- when the children start school in the kindergarten, they attain in line with national expectations for their age group;
- only Rabbis teach religious studies.

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

Avigdor Hirsch Torah Temimah is an effective school with some strong features. It provides a good education for all its pupils and they reach the standards expected nationally. By the time they leave the school, nearly everyone has achieved well particularly in their ability to talk confidently and eloquently and to listen carefully. They also attain good results in mathematics. The leadership of the new headteacher is very successful. He is already having a positive impact on improving the school's provision. The school gives sound value for money.

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

- The pastoral role of the principal ensures impressive care for the boys in the school.
- The special educational needs provision is good, and this means pupils with learning difficulties are well supported.
- The curriculum is good, and pupils have many learning opportunities to develop their intellect and imagination.
- The school's community gives great attention to pupils' all round development to prepare them for future life.

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

- Standards of pupils' writing are not good enough, and often the presentation in books is untidy.
- The contribution that members of staff with subject management responsibilities make.
- Some legal responsibilities are not being met.
- The provision for the youngest boys in the kindergarten and Reception class could be further improved. Also, the outside play area is dull and the play resources are limited.
- The standards of music in the oldest classes.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has not been inspected before so no comparisons can be made.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	Year-2000	Year-2001	Year 2002	Year 2002	
English	A	B	C	C	well above average A above average B average C below average D well below average E
Mathematics	B	A	B	B	
Science	C	B	C	C	

In the 2002 National Curriculum tests at the end of Year 2, pupils' overall attainment is well above the national average. Standards in reading and mathematics are well above average while those in writing are average. The reason for these differences is that the proportion of pupils getting the higher Level 3 in writing was disappointing.

At the end of Year 6, the national test results were not as good as the previous year and overall standards were average. The proportion of boys who attained the nationally expected standard was above average in English and science and well above average in mathematics. However, a below average number of boys attained the higher levels and this explains why results are average in English and science, above average in mathematics and average overall. The results in mathematics are better than those in similar schools and about the same in English and science. Another way of looking at these Year 6 results is to compare them with the same pupils' previous attainment at the end of Year 2. This shows that pupils made sound progress with their learning and achieved as expected. Results vary each year because the number of pupils with special learning needs in Year 6 differs. There is no evidence of any pupils missing out. The pupils with special educational needs are given good additional support to help them achieve their potential. Those who are bilingual achieve well and are well supported. The school recognises that writing standards need improving. Appropriate targets have been set for future years, and the school has the capability to reach them. Throughout the school inspectors found in lessons that pupils achieve well in a range of different subjects. Mathematics is good. In the other subjects, with the exception of music where standards are not good enough at Key Stage 2, standards are in line with expectations. During the inspection, it was noted that boys are particularly good at:

- discussion and debate;
- using their intellect and imagination for a variety of purposes;
- mathematics, including investigating problems and calculating accurately;
- singing Hebrew songs.

The kindergarten and Reception class children achieve suitable standards for their age group and they make sound progress in their learning. Their personal, social and emotional development and communication is good. This is why they start in Year 1 with confidence and an appropriate range of skills for their age group.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes, and they are very enthusiastic about their work. They show interest in the lesson topics and they respect their teachers and other members of staff.
Behaviour, in and out of classrooms	Behaviour is good, although movement around the school is often boisterous.
Personal development and relationships	Pupils have great respect for the values and beliefs of others. They have very good relationships with each other and with staff. Personal development is a great strength of the school's provision.
Attendance	Pupils have very good attendance, and parents never take their children out of school in term time.

The school prioritises pupils' spiritual and personal development, and this is a great strength of the school's work. Visits to places of interest are often arranged, for instance to the countryside and to local events.

## TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage is satisfactory, but there are also some good sessions. For instance, the children had a good music session with a specialist teacher, which they really enjoyed. In this session, they learned effectively and made good progress. The kindergarten staff have a good relationship. In the Reception class, relationships are also good, and religious studies staff work with groups of boys in the class as other activities take place. However, in both the kindergarten and Reception class, they do not work together as a team and they are not all involved in planning. In both classes, the assessment procedures for monitoring children's progress are at an early stage of development.

Teaching and learning at Key Stages 1 and 2 are good. In just over a fifth of the lessons, the quality of the teaching was very good because teachers had high expectations of the pupils. Teachers have very good relationships with their classes and match lesson activities to pupils' individual abilities. In the best lessons, topics are interesting and effectively capture pupils' attention and encourage them to use their intellect and imagination. All other lessons were satisfactory. In these lessons, the pace sometimes slowed and pupils lost their concentration. The topic was not particularly interesting and it failed to capture pupils' attention.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An appropriate range of learning opportunities is provided in the kindergarten and Reception class. There are good learning opportunities throughout the rest of the school. A successful range of additional activities positively enhance pupils' lives.
Provision for pupils with special educational needs	Good support is given to pupils with special educational needs, and they mostly achieve their potential and are enthusiastic.
Provision for pupils with English as an additional language	The very few pupils who are bilingual achieve very well and make as good progress as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development and their spiritual, moral, and social development. Cultural development is good. The school celebrates its religious faith at all times. This is fundamental to its ethos.
How well the school cares for its pupils	The school has good procedures in place for child protection and ensuring pupils' welfare. At Key Stages 1 and 2, there are good systems in place for monitoring pupils' performance.

The school shows great care and concern for all pupils. This aspect is impressive. All pupils feel highly valued. The legal requirements for the National Curriculum are fully covered except in music at the end of Key Stage 2 where composition and music appreciation are not covered. One important feature is pupils' successful involvement in the school council.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has already demonstrated his strong leadership in improving the quality of teaching. The principal works very successfully with him to provide pastoral and spiritual support for pupils. Teachers with responsibility for subject leadership are not yet monitoring the quality of teaching and learning. There are no subject leaders for managing the Foundation Stage and the music curriculum.
How well the governors fulfil their responsibilities	The governors very effectively fulfil their roles and they are committed to the school. Many are the original founders. There are a number of legal requirements not being met, but the school is well aware of this and there are plans to rectify this.
The school's evaluation of its performance	The school is aware of recent results, but evaluating trends in performance is still at an early stage of development.
The strategic use of resources	Standards of resources are satisfactory, but the library is in urgent need of review. The books are not classified, and this has a negative impact on promoting library skills. Resources for music are very limited.

The leadership and management are good. The school has a strong partnership with parents. The staffing establishment is suitable for a school this size. Resources and accommodation are satisfactory. The school is at an early stage in applying principles of best value to its work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• the standards of pupils' work and their achievements</li><li>• the pupils' behaviour</li><li>• the maturity of pupils</li><li>• the staff are very approachable</li></ul>	<ul style="list-style-type: none"><li>• the amount of homework</li><li>• information about pupils' progress</li><li>• the partnership with parents</li><li>• the range of additional curricular activities</li></ul>

Inspectors agree with parents' positive comments. They think pupils to have a long day in school and so they judge the level of homework to be suitable. However, pupils' annual reports could be improved to give parents more information about pupils' progress. Inspectors consider staff relationships with parents to be good. There were very few criticisms of the school. Considering the demands on their time, inspectors judge the school's additional activities to be good including a music appreciation club, which the boys enjoy.

## **PART B: COMMENTARY**

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

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

1. Avigdor Hirsch Torah Temimah Primary School has, over the last two years, developed its provision so that standards in the National Curriculum subjects are in line with or above the national expectations in all subjects at the end of Year 5 and Year 6. The school appropriately covers all the National Curriculum subjects with the exception of music in Years 5 and 6. The school maintains its commitment to religious studies, which includes a good understanding of Jewish history and law, and an ability to translate from a number of different scripts.

2. In the 2002 National Curriculum tests and teacher assessments at the end of Year 2, attainment in reading and mathematics was well above the national average and was average in writing. In reading the proportion of boys attaining the national expectation of Level 2 or above was very high compared with the national average but for Level 3 it was only average. In mathematics, the proportion of pupils attaining Level 2 or above was very high and was high for Level 3. In writing the percentage attaining Level 2 or above was also high but fewer pupils than average reached the higher Level 3. This explains why attainment in writing was broadly average. The results of the teacher assessments in science were also very good and well above the national average.

3. At the end of Year 6 the 2002 National Curriculum tests results show that overall standards are average. However, the results were better the previous year. A more detailed analysis indicates that the number of boys who attained the national expectation of Level 4 in English, mathematics and science exceeded the percentage nationally. The percentage attaining Level 5 was well below average in English, average in mathematics and well below average in science. This explains why standards are average overall.

4. When these results are compared with schools that have a similar proportion of pupils entitled to free school meals, pupils' attainment is in line with expectations. The results in mathematics are better than those in similar schools and about the same in English and science. If the results are compared with the same pupils' previous attainment at the end of Year 1, attainment is broadly as expected. This shows that pupils achieve appropriately given their starting points and make sound progress from Year 3 to Year 6.

5. When the children first start school, their attainment is generally in line with expectations for their age group in literacy and numeracy. Most have attended the kindergarten and, as a result, they are confident, friendly, mix easily with other boys and they are usually independent. The boys learn appropriately in the kindergarten and Reception class. The school most successfully promotes children's confidence and their personal, emotional and social development as well as communication skills. This means that, by the time they move in to Year 1, they are confident speakers and self-assured. They work very well together and have strong relationships. The Foundation Stage<sup>1</sup> is also good at developing the boys' creative skills and, even in the kindergarten, boys confidently cut and stick, paint and draw, and independently make models from junk materials. The boys achieve appropriate standards in language and literacy, mathematical and physical development. They have a suitable understanding and knowledge of the world.

6. By the end of Year 2 and Year 6, the standards of pupils' attainment in English are in line with the national average and, in speaking and listening, the majority achieve well and attain above the national average. In mathematics, the standards are better and are good. From the evidence of work seen during the inspection it is clear that standards in mathematics remain high, with around

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<sup>1</sup> Foundation Stage is the formal name given to the nursery (kindergarten) and Reception classes. Children are expected to reach a range of Early Learning Goals before they move to Year 1. Activities promote their personal, social and emotional development, communication, language and literacy, mathematical development, creative and physical development and their knowledge and understanding of the world.

half the oldest pupils likely to reach higher than the expected level this year. In science, art, design and technology, geography, history, information and communications technology, throughout the school, and music and physical education at Key Stage 1, pupils attain standards that are in line with the national expectations. There was insufficient evidence to judge geography and physical education at Key Stage 2 because no lesson in Year 6 took place during the three-day inspection. The standards of music by the end of Key Stage 2 are not good and pupils do not cover all aspects of the programme of study. As a result, they do not attain well in composing and music appreciation. Pupils attain appropriate standards in the arts and, when they perform in assemblies or in school productions, the standards are good. This is particularly noticeable when they sing in front of an audience. Throughout the school, boys learn appropriately and achieve successfully. They make satisfactory progress and in some lessons their progress is good. It is too early to be possible to judge the school's performance trends, but there is no evidence of any groups or individuals missing out.

7. The pupils who are identified as having learning problems are well supported. The special educational needs learning support is effectively managed by a school co-ordinator who ensures that the boys learn appropriately, and that they make good progress. This is particularly difficult as the building has very few areas for pupils to work in small groups or to be given individual learning support. However, teachers check that pupils understand their work, and class assistants are careful to ask questions that help pupils to learn and understand.

8. Parents are very satisfied with the school's results, and they are particularly pleased as they feel that the boys work extremely hard to cover religious studies while also meeting the national requirements for the curriculum.

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

9. Pupils' attitudes to school are very good, and their behaviour is good. Their personal development and their relationships with each other and with adults are very good. Attendance is very good. Parents are very pleased with this aspect of the school's work. The pupils enjoy school, and develop attitudes and values in line with the school's ethos and expectations.

10. The youngest children in the Foundation Stage enjoy coming to school. They are very enthusiastic about their activities, and they particularly enjoy playing together, model making and music. In the kindergarten, they also enjoy riding tricycles outside. In both classes, children have very good relationships. There is no sign of anyone being unwilling to share or take turns. In fact quite the opposite, as evidenced by one three-year-old saying to another 'It's your turn now.' Children behave well and they work hard. They tend to be noisy in the kindergarten where they eagerly call out their answers to the teacher's questions.

11. Attitudes are very good. Pupils settle well to their lessons and they are well prepared to learn. They respond politely and are respectful to their teachers, although sometimes in their enthusiasm to contribute orally, they interrupt each other. They respond willingly to teachers' instructions, and enjoy their lessons. In Year 1, pupils work intently and help each other as they find words with silent letters. In a lively English debate in Year 6, the boys were always responsive to their teacher's comments and guidance. The school promotes the cultural traditions, aspirations and values of the pupils' community very well. Very good attitudes have a very good effect on learning because, in the main, pupils try hard and enjoy being in school.

12. Pupils' behaviour in and around school is good. The rewards and sanctions system is understood well and seen as fair and necessary. The adults provide very good role models for the pupils; they make strong links between the expectations of behaviour and the ethos and aims of the school, and the pupils respond well to this. The pupils are confident that difficulties between themselves will be resolved with the help of adults. The house system encourages the pupils to behave and learn well. Pupils move around the school sensibly and without the need for intensive supervision. They play well together and no oppressive behaviour was seen during the inspection. Lunchtimes are lively and well ordered.

13. The school is a harmonious place. Relationships throughout the school are very good. The pupils are encouraged to take responsibility for some of the daily routines. For instance, prefects take responsibility for regular charity collections. Some pupils set up the interactive white board very responsibly. In classrooms, pupils co-operate well with each other and enjoy working together. They are confident with each other from their earliest days in the Foundation Stage when children's play is mature and creative. Pupils' confidence grows throughout the school and it is evident in their willingness to participate and contribute to lessons. Pupils with special educational needs are willingly involved in discussions with their peers. The school council has introduced democratic decision-making. It gives the pupils a good opportunity to voice their opinions and contribute to the development of the school. Pupils were very pleased that the request through school council for more lunchtime activities had resulted in the introduction of further activities. Pupils value the school council.

14. Attendance is very good. This is a reflection of the pupils' enthusiasm for school and the parents' commitment to the school. The school's clear reflection of the cultural traditions, aspirations and values of its community promotes that commitment strongly.

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

15. The quality of teaching in the Foundation Stage is satisfactory. The local education authority has been working closely with staff to improve the overall provision. The Foundation Stage staff have welcomed this help. The kindergarten staff have a clear commitment to the needs of very young children. They recognise the importance of providing an appropriate range of activities each session to develop children's academic, physical and personal and social skills. However, there are no systems in place in either kindergarten or Reception class for tracking how much time is spent on one activity. This was evident in the Reception class, where one child spent a considerable amount of time in the morning making a model with junk materials. In the afternoon, after the teacher had read a large book to the class, children were allowed to choose their own activities. The same boy eagerly returned to his model and no one seemed to notice how much time he had spent on just one activity. Good relationships have been established between the children and members of staff, who know and understand individual children well.

16. Out of seven lessons in the Foundation Stage, three were good and four satisfactory. The staff provide a range of appropriate opportunities that covers all the areas of learning for this age group. Children benefit from a suitable range of learning experiences, and they respond with enthusiasm. In the Reception class, religious studies take place as part of the general integrated activities so that children can learn Hebrew. This is a good way of working; however, the teacher does not work with religious staff to plan general activities. On occasions, there are five adults working in the room at the same time. In both the kindergarten and Reception class, the staff do not plan together and support staff are not actively involved in assessing the children's rate of progress. In the best lessons, support staff free the teacher to focus on one group at a time while they work with the boys on other activities. The teacher has appropriate objectives and suitable expectations. Teachers give clear instructions to the children. Generally however, the teachers' expectations of high attainers are too low. There is insufficient emphasis on promoting writing skills, and missed opportunities to enhance children's mathematical development through their play. In the satisfactory lessons, the class management is inconsistent and children are noisy, shouting out answers and losing their concentration. In both classes, staff actively encourage children to work co-operatively and to persevere with their tasks. Thoughtful and relevant questioning techniques are used to extend children's thinking.

17. The good quality teaching throughout the school is having a significant impact on pupils' learning and raising attainment. During the inspection, out of 39 lessons, 17 were good and four very good. The other 18 lessons were satisfactory. The main differences between the most successful lessons and those that were only satisfactory were good class management and an imaginative presentation. In the best lessons, teachers have good control and pupils learn successfully and progress well. Higher attainers are successfully challenged. For example in a

very good history lesson at Key Stage 1, the teacher easily captured the pupils' attention. Using a toy box, she showed a range of toys from different periods of time. The boys were captivated and they delighted in trying out unfamiliar toys from the past. The teacher made good links with literacy as she encouraged the class to record their impressions as they sorted the toys into categories, 'Old' and 'Modern'. Another very good example was in mathematics. The teacher appropriately encouraged pupils to be numerate and to recognise multiples of three. Pupils were very well motivated and they achieved good results. They had increasing confidence in understanding Venn diagrams. In both these examples, pupils learned successfully and made very good progress. This was due to teachers taking time to plan interesting topics that were appropriate for the age group.

18. In satisfactory lessons, the class management is not as effective as it is in the best lessons. The topic lacks challenge and interest. This means that the boys are less inclined to concentrate and work hard. Throughout the school, teachers match the activities to pupils' individual abilities. When the lesson works well, the class assistant is used efficiently and this has a significant impact on learning. The school is totally committed to supporting all pupils. Good quality teaching successfully motivates most pupils to learn successfully. Many pupils already have a long day because they finish their studies at 5pm. However, good use is made of homework, which further enhances their learning.

19. Throughout the school, pupils learn successfully and there is no evidence of any individuals missing out. They have so many extra things to learn in Jewish studies that their productivity and pace of working in secular lessons is impressive. The boys try very hard to concentrate, even when lessons are rather mediocre. They demonstrate their enthusiasm when they are very interested in the topic. Target setting in English and mathematics ensures they have a good understanding of their learning.

20. In the best lessons:

- the teacher makes sure that pupils have good feedback;
- questions act as a stimulus for improvement;
- the teacher has high expectations of the pupils;
- basic skills in literacy and numeracy are carefully taught;
- work is successfully matched to pupils' individual abilities;
- topics are interesting, which effectively captures pupils' attention.

21. In the satisfactory lessons, there are strengths but also weaknesses, for example, time being lost because the room was not set up properly at the start of a lesson. Instructions to pupils are sometimes confusing and the learning intention is not clear. In a numeracy lesson, the quick mental questioning did not motivate the whole class and the teacher was unable to draw all pupils into the activity. As a result, some boys lost interest.

22. Pupils with special educational needs are well supported. Class assistants play an important part in supporting pupils, and they have a significant impact on learning. Individual education plans have measurable targets for improvement. Members of staff try hard to ensure pupils understand their work. In addition, the co-ordinator for special educational needs provision successfully works in partnership with the class teachers. The teachers have a patient, calm approach to their work, which generates confidence and helps to keep the pupils on task. The school meets the needs of all pupils, and most achieve their potential and learn well because they make good progress in their learning.

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

23. The curriculum provided by the school is good and has breadth and balance. It covers the full range of subjects and complies with legal requirements except in music at the end of Key Stage 2. It is further enhanced by the provision of Jewish studies, which overlap with some areas of the

National Curriculum, such as English, science and history.

24. In the Foundation Stage, children appropriately cover all the nationally agreed areas of learning for their age group. A very strong feature of the kindergarten is the variety of role-play situations. Despite only being three-year-olds, the children have strong relationships and they happily play with other. They use their imagination to pretend to be various characters. Personal, social, and emotional development, communication and creative development are great strengths of the provision. Although the provision covers all areas of learning for this age group, the outside play area is dull and only equipped for activities which promote the boys' physical development.

25. The National Literacy Strategy has been appropriately introduced, while the National Numeracy Strategy is even more successful and good. The school has made the development of skills in these areas a priority, and it recognises that writing is a weakness. Information and communication technology has recently been introduced, and is used across the school to support learning in other subjects. The recent installation of a network of laptop computers has helped this.

26. Curriculum planning is satisfactory, with the school using the Qualifications and Curriculum Authority's schemes as a framework. The timetable provides adequately for lessons in numeracy and literacy. The coverage of subjects is well balanced on the whole. However, in some subjects, such as physical education and music, there is only a limited amount of time, restricting pupils' progress in these subjects. All pupils have equal access to the curriculum. Pupils with special educational needs are generally well supported, either by classroom assistants or with work prepared at their level of capability.

27. Personal, social and health development of pupils is good across the school. These issues are covered both in specific lessons and within the curriculum as a whole. Social, moral and health issues are discussed. For example, during science pupils look at the effects of different medicines and drugs. They discuss the effects of their actions on others during circle time. They also consider moral, social and spiritual aspects during their time in religious studies. There is a merit system, which rewards those pupils who work hard or behave well.

28. Links with the community are good. Children from the school move on to a range of secondary schools. There have been positive opportunities to develop links to ensure pupils' smooth transfer to local Jewish secondary schools. The school is also involved in the training of teachers internally, with tutors from the local education authority coming to help.

29. The school's programme of additional activities is good. There is a good range of clubs including table tennis, choir, chess, music appreciation and gardening. Because of the length of the school day, these take place during the day. There is a residential visit to Ramsgate and France, and many other excursions to museums and environmental studies centres such as the Welsh Harp Centre, which enhance pupils' education. Links with the local community make an effective contribution to pupils' learning. A range of visitors from the Jewish community makes a positive contribution to the school. Parents help with the after-school clubs, and pupils make collections for charities. They also visit places such as an old people's home and the Jews' College library.

30. The school is strongly committed to providing equal opportunities for its pupils. All pupils are fully included in the life of the school, enabling them to benefit from the many learning and social opportunities provided. All pupils, regardless of age, ability or background, are actively encouraged to take part in the many activities provided by the school. The school choir is a good example of this, with all Year 6 pupils participating. Strategies to identify gifted and talented pupils are not yet in place. Avigdor Hirsch Torah Temimah is a school in which all pupils are valued and great efforts are made to include them in all aspects of the curriculum.

31. The provision for spiritual development is very good. It is mainly fostered through the religious teaching and a strong Orthodox Jewish ethos in the school, and this is fully supported by the secular staff. Through their studies and daily prayer, the pupils are given many well-planned opportunities to reflect on their own worth and their place in the world. They listen to stories about a



variety of people and events, and learn about the qualities of love, patience, tolerance, compassion and harmony to be found in others, and to relate them to themselves.

32. The provision for pupils' moral development is also very good. It is actively supported by all members of the school community, resulting in a calm and purposeful atmosphere. Members of staff provide good role models in their dealings with each other and their pupils. Pupils are taught right from wrong from the moment they join the school and are encouraged to reflect on their behaviour and the impact it can have on both adults and other pupils. School rules are kept simple, and are readily understood by all. Each class also negotiates its own set of rules that are sometimes prominently displayed to remind pupils of their importance. Members of staff constantly reinforce the high moral and ethical values that are promoted through Judaism.

33. There is very good provision for pupils' social development. The high quality of relationships throughout the school supports this very well. Pupils willingly take responsibility and are provided with many opportunities to look after resources, the environment and each other. The active school council gives pupils opportunities to discuss sensibly and thoughtfully issues about school they consider important. Through this they learn the importance of the democratic decision making process and to abide by the will of the majority. Even the youngest children are encouraged to perform responsible jobs such as clearing up after lessons. Older pupils work as prefects and perform a variety of jobs such as collecting and collating the weekly team points. They take these duties very seriously, and perform them efficiently and sensibly. The annual sleepover for Year 6 pupils gives pupils the opportunity to mature and develop socially by learning to live together harmoniously in an environment away from home. Pupils of all ages co-operate well in class and often work together harmoniously in pairs or small groups. Pupils also understand that they have social responsibilities in the wider world and regularly collect money for charities of their own choosing.

34. Pupils learn about their own and other cultures in various subjects including religious education, art, history and geography. Jewish studies give them a deep understanding of the traditions and values found in their own heritage. In art they study the work of famous painters, such as Mondrian, from other lands. Geography lessons teach them about life in communities very different from their own and in history pupils learn about events and famous people that have had an impact on the world we live in today. The recent work on homes throughout the world is good and prominently displayed to interest and inform both pupils and visitors. The many visits to museums help pupils to develop an understanding of life in the past as well as how their own and other cultures have developed. A visit to Greenwich Observatory is another experience that helps pupils understand that there is a greater world and they can learn so much from it.

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

35. The arrangements for the care and welfare of pupils are strengths of the school and impressive. The principal positively takes the lead by providing a very supportive role model and a good sense of humour. He is closely involved in the very rare cases of serious concern for a pupil. Very good relationships between all staff and pupils ensure that each child is supported well in both their personal and academic development. Detailed records and systems underpin this. The school takes its pastoral role very seriously and it is supportive to the community it serves.

36. The school has good procedures for health and safety. A policy is in place and a member of the governing body regularly carries out site inspections with the headteacher. The special educational needs co-ordinator is the named person for child protection and works with a named Rabbi to resolve any issues that arise. Both members of staff have received training, and relevant records are kept. Coverage for first aid is satisfactory, and the school maintains detailed notes of incidents.

37. The implementation of the behaviour policy has been very effective. Pupils understand the golden rules of behaviour and they are rewarded in a variety of ways such as house points, headteacher's certificates and stickers, all of which they are very keen to earn. Merit certificates,

which recognise effort and achievement both in Jewish and National Curriculum studies and their good behaviour, are awarded at an assembly each week. As well as ensuring that all pupils are keen to do well, this approach raises their self-esteem visibly when presented. No incidents of inappropriate or oppressive behaviour were seen during the inspection, but the school has procedures to deal with this and records are kept. Lunchtimes and playtimes are supervised well.

38. Procedures for recording attendance are sound; registers are filled in accurately and unauthorised absence is low. The school does not have to work hard to encourage good attendance, as the boys are eager to attend each day. The school secretary monitors attendance carefully and registers are checked each half term by the education welfare officer. She is working closely with the school to ensure there is greater consistency, for example in determining the exact time at which pupils are considered to be late. Parents are quick to let the school know if a child is absent.

39. Much work has been done to develop the school's assessment procedures, which are satisfactory in the Foundation Stage and good throughout the school. Members of staff have been trained well in the very comprehensive systems. The Foundation Stage staff are presently working closely with the local education authority to develop realistic and measurable procedures. Teachers are aware of pupils' National Curriculum levels. National Curriculum and other tests are used to determine the progress of individual boys, and targets are set for improvement. The school plans to share these with parents through the annual reports from next term. Currently, the assessment procedures do not influence planning for lesson activities. The school is aware of this and is introducing systems to make this more rigorous so that pupil progress can be monitored more effectively. This will also make it possible to predict achievement for individuals and the cohort more precisely.

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

40. The effectiveness of the school's partnership with parents is a strength of the school. The information provided for parents about the school has improved over recent months. Parents receive information about the life of the school in the form of a detailed prospectus and a friendly newsletter. This focuses well on the school community by announcing the births of younger siblings, birthdays and those boys who have received a merit certificate. It also has accounts of visits made by the boys, for example to the British Museum, and details forthcoming events such as the celebrations planned for Purim. Last term, parents' views of the school were collected and analysed through a self-evaluation questionnaire. The school has acted on parents' concerns about the information provided by the school. Now, each class sends out details of the curriculum that is to be taught and next term the reports, which currently do not meet legal requirements, are to be reviewed and updated. Parents are now invited to assemblies. There are two meetings each year for parents to discuss their child's progress and these are well attended. Parents also appreciate the regular contact they have with teachers who will phone them at home if necessary. The school has set meetings with parents to act as an educational forum where topics such as 'Partnerships with Parents – a pipedream or reality?' are discussed.

41. The contribution of parents to children's work at school and at home is very good. They ensure that pupils attend regularly and are punctual, and that homework is completed. The school intends to improve the homework diaries to ensure that there is a consistent approach. After parents had raised concerns about homework being set in Year 6, communication with them about this issue was reviewed and they now receive regular letters about what pupils are expected to do. Reading at home and homework set are having a positive effect on the standards achieved. All the governors are parents of boys in the school and, as a result, these links are particularly close and supportive. An active parents' association raises funds for extra activities, and a number of parents run lunchtime clubs such as chess, music appreciation and table tennis, as well as helping in the library.

42. Parents have positive views of the school. In particular, parents strongly agreed that they would feel comfortable about approaching the school with questions or a problem, that children are

expected to work hard, that the progress is good and that their son likes school. These views were also stated at the pre-inspection parents' meeting, where parents also said that boys were well supported and that individuals get extra help if needed and that they were very happy with the attitudes and values that the school promotes. The findings of the inspection team support all these positive views expressed by parents. The main concerns raised by parents in the questionnaire were about homework, the information provided about progress and the activities provided by the school outside the curriculum. The activities provided by the school outside the curriculum are judged to be good. As detailed previously, the school has already taken on board parents' concerns about homework and information about progress. The school plans to improve the quality of the boys' annual reports to parents this year so that all subjects are covered.

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

43. The leadership and management of the school are good. The new headteacher has a very clear vision for the school. Together with the principal and with the very active involvement of governors, he is already making a very positive impact on school improvement and on raising standards. The principal and headteacher make a very good team and the school has a positive commitment to improving its performance.

44. Staff and pupils are well motivated and committed to their school. The school's strategy for staff appraisal and performance management is good. The headteacher plans to give governors useful feedback on the school's progress to meeting targets and development plans. The school's priorities for development are carefully decided. The headteacher has been monitoring the quality of teaching and learning, and he has arranged staff development through the local education authority. He keeps governors well informed. The school is committed to the development of staff, and there is a good programme of training that includes local courses. Induction procedures are successfully in place to support newly qualified and unqualified teachers.

45. The school faces a number of challenges. It is totally committed to giving support to all pupils, but providing full National Curriculum coverage is problematic. Time taken to give the pupils successful coverage of religious studies often eats into National Curriculum lesson time.

46. The governing body is very effective, and the governors have a vested interest in the school because they are the original founders. They have a good understanding of the school's strength and weaknesses. Governors are enthusiastic and anxious to give their full support to the school. They have successfully delegated roles and responsibilities, and a good committee structure has been defined. The governors are very proud of their school and they have a good working relationship with the principal and headteacher. Most statutory requirements are met, but there are some legal responsibilities that have been deferred until the new headteacher is able to implement them, after the inspection. The school is well aware of this and there are plans to rectify this. For instance, the school development plan is not yet linked to the budget because budgetary decisions are only made at the end of the spring term. The school successfully achieves its aims, and it provides a good ethos where pupils are truly valued.

47. There is an appropriate number of teachers and support staff for the number of pupils on roll. There is good co-ordination of assessment and the specialist provision for pupils with special educational needs. However, the teachers with subject management responsibilities have not fully developed their roles and responsibilities. This means that the quality of teaching and learning is not monitored by them in most subjects. The quality of support staff, including dinner supervisors, is not monitored either. In some lessons, support staff spend much of their time sitting watching the teacher.

48. The kindergarten and Reception class work in very different ways. Until recently, the Reception class was working in another part of the building and it moved in time for the start of this academic year. The school plans eventually to link the classes through a door or archway. However, there is no Foundation Stage leader and consequently no one to monitor the provision in both classes. Although kindergarten staff have a good team spirit, they do not plan, review and

evaluate as a team. The teacher deploys the kindergarten staff appropriately, but there is evidence that some are not sure what they should be doing next when an activity has finished. As a result, they have less impact on learning. In the Reception class, the organisation involves five adults at times, and again there are no meetings for them to plan activities together and to evaluate their effectiveness. The resources for the outside play area only enhance the school's provision for physical development and there are limited opportunities to promote other areas of learning.

49. The English co-ordinator has successfully introduced the National Literacy Strategy. Good use has been made of local education authority support and advice, and there is a good development plan for further improvements. The co-ordinator is seeking to refine this process and develop group targets in English in order to ensure the system is manageable. Pupils usually understand their individual targets, but they are not routinely reminded of them in lessons. The amount of time spent on English is the minimum recommended, and there is insufficient time in the timetable for dedicated extended writing sessions or booster groups, which would enable all pupils to improve the quality of their extended writing.

50. There is no management of music provision. The programme of study is not monitored sufficiently to ensure full coverage of the National Curriculum. There is a clear and useful long-term plan in place that covers all aspects of the music curriculum for all years. However, this is not being followed closely enough throughout the school to give all pupils rich and meaningful musical experiences.

51. The school has adequate accommodation, although space is very limited. Most classrooms are of an appropriate size. Good use is made of wall space for mounting interesting and attractive displays that reflect pupils' learning and achievements. Parts of the building are in need of decoration, although staff do their best to cover flaking paintwork with displays of pupils' work. There are plans to develop the playground, and the school has just heard it will receive additional funding for this. The Foundation Stage has a large outside play space but it is dull and the equipment is limited. The school building is not suitable for anyone with mobility difficulties. The library has been set up on the ground floor, but books are disorganised and some are out of date. Pupils and staff respect the premises and there is no sign of litter or deliberate damage.

52. Resources are satisfactory in most subjects, but unsatisfactory in English and music. There are plans to increase the sets of group readers for guided writing, and the number of 'big books' for shared reading and writing sessions. However, there are shortcomings in the quantity and range of reading books, and these impact on the lack of opportunities for higher attaining pupils to work at a more advanced level in both reading and writing. In music, there are insufficient percussion instruments for a whole class.

53. The school is efficient, as is the school's administration. The chairman of the finance committee has accountancy expertise. Funds are tight, and consequently governors only allocate the budget to fund National Curriculum studies. Specific grants and funds to raise standards are efficiently used and the funding for pupils with special educational needs is used appropriately. The school is beginning to analyse the results of National Curriculum tests to make sure it is giving value for money. It provides a good education for its pupils because of the commitment and hard work of the staff. Religious studies and the National Curriculum are packed into the school day and staff manage this particularly well. Pupil expenditure is higher than average for London but appropriately used to provide the boys with a suitable range of learning opportunities. Taking this into account, the school gives satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise the school's standards further, the governors, headteacher and staff should:

(1) Raise the standards of English by:

- ensuring there are greater opportunities for narrative and extended writing both in English lessons and in other subjects;
- improving the fluency of pupils' handwriting by agreeing a school policy and through regular and consistent practice;
- ensuring effective marking takes place and that good examples are used as an effective model and disseminated across the school;
- improving book provision in the school library.

(Paragraphs 2,3,6,25, 49, 52, 65 - 75, and 92)

(2) Improve the school's provision in the Foundation Stage by:

- developing assessment procedures so that all staff are involved in the process and that the outcomes influence daily planning;
- strengthening team work so that all staff are involved in planning;
- developing the outside play provision to make the area more useful for promoting other areas of learning;
- appointing a specialist leader to monitor and support the staff.

(Paragraphs 5, 15, 16, 24, 39, 48, 51, 55 - 64)

(3) Improve the quality of leadership and management by:

- developing the contribution made by staff with subject leadership responsibilities;
- providing training to assist these staff to monitor, evaluate and develop teaching;
- ensuring there are opportunities for these staff to monitor pupils' standards of attainment and to check higher attainers are fully challenged in all subjects.

(Paragraphs 47, 48, 49, 50, 51, 52)

(4) Raise the standards of attainment in music at Key Stage 2, by ensuring all aspects of the programme of study are systematically taught and resources are adequate and of good quality.

(Paragraphs 1, 6, 23, 26, 50, 52, 107 - 109)

(5) Ensure all statutory requirements are fully met in respect of:

- improving annual reports to parents;
- ensuring financial decisions are linked to the school improvement plan.
- ensuring all aspects of the National Curriculum programme of study for music are fully covered.

(Paragraphs 23, 42, 48, 50)

In addition the following minor weaknesses should be considered:

- agreeing a policy for promoting cultural diversity and racial equality;
- ensuring the school meets the requirements of the 2001 Special Educational Needs and Disability Act.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

39

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

21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	17	18	0	0	0
Percentage	0	10	44	46	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].

### 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)	25	203
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	31
Number of pupils on the school's special educational needs register	0	1

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	2.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	0	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	N/Aa	N/A	N/A
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (85)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	N/A	N/A	N/A
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	0	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	22
	Girls	N/A	N/A	N/A
	Total	19	20	22
Percentage of pupils at NC level 4 or above	School	83 (83)	87 (92)	96 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	15
	Girls	N/A	N/A	N/A
	Total	19	18	15
Percentage of pupils at NC level 4 or above	School	83 (92)	78 (92)	65 (92)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	2	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	5
Number of pupils per qualified teacher	26
Average class size	26

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	147

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	110
Number of pupils per FTE adult	5

FTE means full-time equivalent.

**Financial information**

Financial year	2002
	£
Total income	617009.30
Total expenditure	580052.21
Expenditure per pupil	2829.52
Balance brought forward from previous year	11423
Balance carried forward to next year	25534.09





**Recruitment of teachers**

Number of teachers who left the school during the last two years	3
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	203
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	6	2	0
My child is making good progress in school.	49	45	4	2	0
Behaviour in the school is good.	25	65	4	0	6
My child gets the right amount of work to do at home.	35	39	16	6	4
The teaching is good.	43	51	2	2	2
I am kept well informed about how my child is getting on.	29	39	25	4	2
I would feel comfortable about approaching the school with questions or a problem.	45	47	4	2	2
The school expects my child to work hard and achieve his or her best.	45	49	2	2	2
The school works closely with parents.	33	39	16	8	4
The school is well led and managed.	35	43	8	2	12
The school is helping my child become mature and responsible.	39	45	6	2	8
The school provides an interesting range of activities outside lessons.	16	33	24	6	22

### Other issues raised by parents

- Parents commended the school on its zero tolerance policy on bullying.
- Parents value all the teachers immensely, and they say staff show exceptional dedication to their school.
- Some parents feel it is important that religious studies are integrated with secular studies. They appreciate how Rabbis and secular class teachers share their time and knowledge.

## **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**

55. The school makes suitable provision for the youngest children. When they start school aged three, in the kindergarten, they have already learned to communicate with others and to be aware of simple numbers. The kindergarten and Reception class suitably cover all aspects of the early learning goals which are expected nationally for this age group. As a result the children make sound progress and, by the time they move to Year 1, they achieve appropriately for their age group. The kindergarten and Reception class are appropriately organised, and children have easy access to a good range of resources to support their learning. Teachers take time to make their rooms attractive and stimulating for young children.

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

56. Good teaching in both the kindergarten and Reception class is successfully promoting children's personal, social and emotional development and this is a strength of the school's provision. The kindergarten is very good at providing a variety of role-play situations, which the boys enjoy. For instance, they take the role of shopkeeper, helper or customer in the Chanuka shop. This promotes their language skills as they ask questions such as, 'What would you like to buy?' 'How much is ---?' The kindergarten staff set up other role-play situations such as a travel agent or restaurant to help the children become more confident and to use their imagination as they play together. In the Reception class, similar role-play, daily routines, games and other activities, such as baking biscuits and cakes, promote positive attitudes. Children have very good attitudes towards each other, and they willingly and eagerly choose their activities. By the end of the Reception class, children are increasingly independent. The staff have appropriate expectations of children's behaviour. Children settle quickly into the kindergarten routines because the organisation is interesting and members of staff work well as a team. In the Reception class, the class teacher and religious studies staff plan their work in isolation. This means that although they have good relationships, teamwork is not yet established. There are positive relationships with parents. For instance in the kindergarten, parents are encouraged to help with activities if their child is having difficulty settling in.

57. In both the kindergarten and Reception class, children work together well, share resources fairly and take turns. Even the youngest boys treat each other with respect. The care they show for each other and their strong relationships are striking at such a tender age. In both classes, children confidently choose their own activities and they eagerly play together. For instance, in the kindergarten, several little boys were playing together with sponges in the water tray. One little boy decided that the green sponges looked like lily pads, so several of them sorted through a box to find toy frogs to make the scene complete. In the Reception class, playing 'offices' is an example of a successful activity that is planned to promote social development. The children concentrate hard when they work with an adult in a small group. They treat the school's equipment with care, and they willingly tidy up at the end of a session. Children celebrate Jewish festivals, but they have a limited awareness of the wider community such as the celebration of festivals in other faiths. The staff provide appropriate role models, and are enthusiastic and encouraging. This successfully promotes children's learning. Trusting relationships and warm personalities help the boys to recognise that each of them is valued and considered important. This is particularly apparent when they have special learning needs.

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

58. The sound teaching in the kindergarten and Reception classes places a high priority on promoting good communication. The school's provision is satisfactory. Staff are constantly asking children questions, and all the boys benefit from good individual support and encouragement. Activities such as the role-play in both classes enhance children's language skills. Appropriate

support is given from class assistants, and this ensures that adults ask questions sensitively and they respond thoughtfully to develop children's vocabulary. Children are encouraged to talk about events in their lives and they respond very well and are confident speakers. They generally listen well to adults and follow instructions, although in the kindergarten boys often shout to each other or call out answers to the teacher's questions without waiting to be asked.

59. There are limited resources in both kindergarten and Reception class to promote a love of books. Children make a start to reading in the kindergarten and they enjoy listening to stories and rhymes. They quickly learn that print carries meaning. The children recognise their own name, and they are encouraged to recognise it at every opportunity. In the Reception class, the teacher helps to promote literacy skills with more formal literacy teaching. The children sit on the carpet and follow the teacher's pointer as she reads the text. Although they recognise a few frequent words, and the teacher is careful to promote their understanding of initial letter sounds, they quickly lose their concentration. There are only limited opportunities to talk about their favourite parts of the story in books or to discuss the characters. Despite this, most children can name sounds in words they use frequently, and recognise the names of key characters in familiar books.

60. Children begin writing in the kindergarten, when they work in small groups with an adult. However, there are few opportunities for them to write freely or make up their own writing to communicate their own ideas as simple letters, cards or shopping lists. In the Reception class, children have planned opportunities to write simple sentences. However, little emphasis is given to ensuring letters are correctly formed, and writing activities are generally only set up with adult supervision. Other less formal writing activities could easily be incorporated into the day. For instance, a class post office could encourage the boys to write simple letters and cards. The more able could try to compile a diary of events in their lives. In role-play, compiling simple shopping lists could be part of their play. The school needs to provide more opportunities for children to write for a range of purposes. Many children copy letters on work sheets and some write under the teacher's script. However, examples of writing from higher attaining boys show underachievement in writing. Letters are inconsistently formed and the most able can only complete one or two sentences at a time. At this time of the school year, most children should be able to write simple sentences of their own and demonstrate reasonable pencil control. By the time the children move to Year 1, they will meet the expectations for this age group in communication, but in reading and writing, although many will meet the early learning goals for the Foundation Stage, they could be more advanced.

## **Mathematical development**

61. The sound teaching in both kindergarten and Reception class is appropriately promoting children's mathematical development. The school's provision is satisfactory. When the boys first start school, they have already gained some idea of number. In the kindergarten, the boys count and recognise numbers to ten. Regular sorting activities, number games and songs are appropriate strategies for promoting children's learning. In the Reception classes, the teacher encourages the children to count by rote to 50. However, work-sheet activities only reinforce children's understanding of numbers to ten. In the kindergarten, most children recognise some two-dimensional shapes and they recognise and name, for example, circle, square and triangle. There are opportunities for children to learn sorting and matching skills through the use of puzzles and games. They are familiar with pattern making and can make sequence patterns. Children know a range of counting rhymes and songs that enhance their mathematical learning. However, although the staff ask children lots of questions, there are few occasions when number is reinforced through questions such as, 'How many are there? How many have we left?'. In the Reception classes, there are no examples of children adding two numbers together to make 10 or ordering numbers from the largest to the smallest. There is no evidence of mathematical problems being solved through children's play. Most boys learn well and they attain appropriate standards for their age group; however, the high attainers are underachieving. By the time they move to Year 1, most will attain the early learning goals for this age group but many could be further on, which would be an advantage in Key Stage 1.

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

62. Children enter the kindergarten with a limited general knowledge. The sound teaching in both the kindergarten and Reception class provides an appropriate environment for learning. The provision is satisfactory. A range of indoor and outdoor activities is available to exploit children's natural curiosity and enthusiasm. The kindergarten has a large outside play area and the teacher hopes to develop a garden where children can enjoy planting seeds, watering plants and searching for insects under logs. The kindergarten teacher takes the children to a flower garden to compensate for the lack of a school garden. In the Reception class, children learn about seasons, the five senses, and the names of parts of the body. The school enhances its provision with visits to places of interest, for instance to a farm. Occasionally, visitors make a significant contribution to this aspect of the school's provision. For instance, the 'Owl Man' visited the Reception class. In both the kindergarten and the Reception class, children make models and use simple tools. They regularly use a computer and have a developing confidence in keyboard skills. Children learn about caring for babies and, in this way, they are developing a wider understanding of responsibility. All children begin to gain an understanding of the past as they celebrate birthdays and special events. For instance in the kindergarten, the children are very proud of their birthday chart. By the time the children move to Year 1, most boys will meet the early learning goals for this age group.

## **Physical development**

63. The school's provision is satisfactory. The outside play space for the kindergarten provides a large area for physical play. However, there are limited resources, which include heavy-duty bicycles but no climbing frame. Storage is also limited and the bicycles are piled on top of each other in the shed. This makes it impossible for the children to put them away themselves. Sound teaching ensures the boys have time to be in the school hall each week for climbing and balancing and energetic movement. The children have sufficient activities to suitably promote their physical development. The children attain standards in line with national expectations for their age group. For instance, they run confidently and move intelligently in the space provided. They throw a ball with reasonable accuracy. The kindergarten children make good use of the outside area each day. However, other areas of learning cannot presently be enhanced by activities outside. Staff successfully develop children's independence when they change clothes for a hall lesson. Children in both classes have good control of tools such as scissors and paintbrushes and glue spatulas, and they show increasing dexterity and control in drawing, and writing.

## **Creative development**

64. The kindergarten and Reception class successfully promote children's creative development through good teaching. By the time children move to Year 1, they attain in line with the expectations of the early learning goals for this age group. Children have many opportunities to make models and even the very youngest are confident to use scissors, sticky tape and glue. They paint pictures and experiment with textures and colours. They illustrate stories they have heard and, in the Reception class, make simple models with clay, and rattles and baskets for Jewish festivals. The children perform for parents as a choir. They have a specialist music teacher who gives them access to percussion instruments each week, and she is developing their sense of rhythm. The teacher effectively ensures the children learn musical terms such as 'piano' and 'forte'. All the children learn songs by heart, including many with actions. They express themselves confidently and use their imagination in role-play activities for sustained periods of time.

## **ENGLISH**

65. At the end of both key stages, most pupils reach the standards expected nationally in reading, writing, spelling, speaking and listening. The numbers of pupils achieving the higher levels at the end of the key stages is below that expected nationally. Inspection evidence shows that, throughout the school, standards are in line with national expectations but not enough pupils are working at the higher levels, especially in writing. This is due in some part to the way writing

lessons are planned. There is very good support for lower attaining pupils, which successfully enables them to reach national expectations, but there is not enough challenge for higher attaining pupils to enable them to learn at a faster rate and achieve higher standards. The need to improve standards in writing, especially for higher attaining pupils, has been identified by the school as an area for development.

66. Test results at the end of Year 6 show that the percentage of pupils achieving the expected Level 4 is in line with similar schools and that results have improved in line with the national trend. However, the percentage of pupils attaining the higher Level 5 is below that achieved in similar schools nationally. Overall, the boys achieve appropriately for their age group.

67. Results in national tests at the end of Year 2 show the percentage of pupils who reached the expected Level 2 last year was well above the national average, and above the average achieved by similar schools. However, compared to similar schools, fewer pupils reached Level 3 in 2002. There has been a focus on improving writing for higher attaining pupils in Year 2, and inspection findings indicate there are now more pupils writing at that level. At both key stages, pupils with special educational needs make good, and sometimes very good, progress.

68. Standards in speaking and listening are satisfactory throughout the school. However, there are not enough opportunities planned for pupils to develop their speaking and listening skills, and pupils sometimes find it hard to listen to each other in their eagerness to make their own contributions. Teachers begin lessons with lively question and answer sessions, and pupils' answers demonstrate their wide vocabulary and ability to use their religious studies learning to complement their National Curriculum learning. In a Year 2 lesson, a pupil described the meaning of 'assembly' as 'gathering' because he had made a translation from Hebrew. In Year 5, pupils conducted and taped formal interviews linked to Greek history and in Year 6 were planning points for a formal debate. Pupils have very good attitudes and they behave well. They express opinions confidently and with good vocabulary in informal situations, but lack confidence in more formal situations.

69. Standards in writing are satisfactory at Key Stage 1. There is a clear plan for the systematic teaching of phonics. Both teachers and non-teaching staff have good knowledge of phonics, and use lively methods to teach pupils their sounds. There is regular spelling homework. The Early Literacy Support programme is effectively delivered. As a result, pupils learn to apply their knowledge of letter sounds successfully in reading, writing and spelling. Pupils begin to structure their work well and use basic punctuation correctly. Teachers plan a variety of imaginative ways for pupils to use their developing writing skills. In Year 1, pupils begin to use their writing skills with simple accounts of their home experiences. In Year 2, pupils use their knowledge of rhyming words to write poems. They make simple information booklets and re-tell fables.

70. At Key Stage 2, progress is satisfactory overall and standards are sound. Pupils with special educational needs make good progress and achieve well. Standards in writing vary between classes and this inconsistency is linked to teachers' knowledge and skill at developing the National Literacy Strategy. Pupils' writing shows they apply the skills they learn through grammar exercises, but there are too few opportunities planned for higher attaining pupils to extend, deepen and develop their writing skills through extended writing. As a result, by the time these pupils reach Year 6, technical details of spelling and punctuation are often good but extended writing lacks such key features such as complex sentences, a sense of audience and a lively vocabulary with words chosen for effect. In all classes, pupils have the opportunity to write poetry, and in some classes pupils begin to develop their skills well, with a sensitive use of language. In a poem for Tu B'Shevat, a pupil writes, 'Earth shakes off its winter coat/as life returns.' Overall there are few opportunities to study the work of established poets and authors. Pupils write character studies, and sequence plots of stories, but rarely write book reviews. These missed opportunities mean that higher attaining pupils do not benefit from the promotion of the advanced writing skills they could well aspire to. The quality of pupils' handwriting and general presentation is inconsistent between classes and in some classes it is unsatisfactory. Pupils have very good attitudes and their behaviour is good. Even in the uninteresting lessons, they try hard to concentrate. The school has

no hand writing policy to ensure all teachers have the same expectations of the use of pencil or pen and layout of work.

71. Standards in reading are satisfactory at Key Stage 1. All pupils make sound progress, and lower attaining pupils and pupils with special educational needs make very good progress. They have very good attitudes. The needs of lower attaining pupils are met very well. As well as sounding words out, all pupils are taught to use the sense of a passage to read unfamiliar words. Teachers use guided reading sessions effectively to make useful assessments. Most pupils read with lively expression as a result of high expectations by teachers. Adults find good ways to demonstrate this skill, and remind pupils of the importance of this aspect of reading. Pupils discuss books with enjoyment. A well-supported home-reading scheme contributes to pupils' attainment, although books are not always well matched to the abilities of the higher attaining pupils.

72. Reading at Key Stage 2 is satisfactory, and this is due in part to the good support the majority of pupils have from home. The well-established home-reading scheme is continued effectively at Key Stage 2. Pupils have very good attitudes and good behaviour. In Year 6, pupils develop sound skills and some read long novels, including 'Biggles' and books by Arthur Ransome, with good stamina. Pupils learn to find information in books through the index and contents tables, but the organisation of the library means that pupils' library skills are not well developed.

73. Teachers have worked hard to introduce and implement the National Literacy Strategy successfully. The headteacher has monitored the standards in lessons, and effective training has been arranged which has ensured that teaching is satisfactory overall, with a number of lessons being good. Teachers are enthusiastic about teaching English. Lessons begin with a clear re-cap on previous learning, with teachers using good questions that enable pupils to demonstrate their knowledge. Recognition of letter sounds is taught well using lively techniques. The opening part of lessons is often good. In a number of lessons, there are weaknesses in the task section. Instructions about tasks are not always clear and, as a result, pupils spend time working out what they are required to do and then they do not have time to complete the task. Good support enables lower attaining pupils to complete tasks successfully, but there is insufficient opportunity for higher attaining pupils to work at a higher level and make the faster progress of which they are capable.

74. Teachers have sound understanding of what they are teaching, and use this knowledge to help pupils improve their work. Books are marked thoroughly with encouraging comments and guidance on how to improve work; for example in an early writer's book in Year 1, 'Well done, now you can end with a full stop,' and for an older pupil, 'You have understood the concept - good work.'

75. Most teachers tell pupils how much time they have for a task, but they do not make clear their expectations about the amount of work and the standards of presentation they require. When they mark pupils' work, there are few comments on neatness and presentation, and, unfortunately, some teachers' handwriting is not a good model for pupils. As a result, presentation of pupils' work in some classes is untidy.

## **MATHEMATICS**

76. Pupils in Year 2 attain standards above the national average in numeracy and other areas of mathematics. The national test results in 2002 showed that attainment was well above the national average with all pupils reaching the expected level and nearly half the pupils exceeding it. It is difficult to compare with similar schools, because the families who are entitled to apply for free school meals rarely do so. At the time of the inspection, there were none. Test results since 2000 have shown standards to be consistently above those expected nationally, as the school has successfully kept ahead of the upward national trend. The successful introduction of the National Numeracy Strategy, and the predominantly good teaching seen in Years 1 and 2, are having a positive impact on the standards achieved by pupils of all abilities.

77. Standards attained by pupils at the end of Year 6 are also above those found nationally. Test results in 2002 showed that standards were above the national average and in line with those



found in similar schools. From the inspection evidence of the work seen in lessons and in pupils' books it is clear that standards remain high with around half the pupils likely to reach the higher than expected level. Again, the successful implementation of the numeracy strategy and the good teaching are proving to be instrumental in raising standards for pupils of all abilities.

78. Pupils with special educational needs make good progress towards the targets set for them as they move through the school. This is due to the good support they receive in class from their teachers and learning support assistants, and the careful planning which takes the needs of all pupils into account. This includes meeting the needs of more able pupils who are helped to achieve their full potential by being given suitable work at a level to challenge their thinking.

79. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. More able pupils are confident in handling numbers to 1000 and are able to put a set of numbers in the correct order. Pupils know the names, and some of the properties, such as the number of sides and corners, of two and three-dimensional shapes. They solve shopping problems to a pound and tell the time in hours and half and quarter hours. They recognise fractions such a half and a quarter in practical situations. By the end of Year 6, pupils have progressed to having a good understanding of place value, including numbers with two or more decimal places, and more able pupils are confidently working with numbers to over a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. They find the perimeter of simple and composite shapes, and then the area using the correct formula. Graphs are accurately drawn and pupils are able to interpret them, giving clear reasons for the conclusions they draw. This work is often linked to work in information and communication technology when pupils learn to use spreadsheets, and ensures that pupils develop skills in both subjects at the same time. The depth of coverage in Year 6 is exemplary, with pupils learning all aspects of mathematics to a level very well matched to their needs and designed to move them on rapidly to even higher levels. The revision booklet sent home for pupils to complete during the winter break proved to be most successful in raising standards in all aspects of the mathematics curriculum.

80. The quality of teaching is good overall with some teaching being very good and no teaching being unsatisfactory. Half of the lessons seen were good or better. Such good quality teaching is having a very positive effect on the pupils' learning, and ensures that standards continue to rise. Lessons usually start with a brisk mental or oral session to help the pupils tune in to the work. In the best lessons, the teachers use this time to assess exactly what the pupils know so that the work can be adjusted to meet their needs. Planning is good throughout the school, and is firmly based on the National Numeracy Strategy. Teachers plan lessons with due regard to the prior attainment of their pupils, and the content is carefully designed to meet their specific needs. For example, in a good Year 6 lesson about area, the pupils were given different tasks at a level closely matched to their prior attainment. Less able pupils were finding areas of rectangles by measuring the length and breadth while the very able pupils were calculating the areas of circles using pi. Teachers have good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this, and behaviour in lessons is usually good with pupils eager to learn and enthusiastic about the work provided for them. This was clearly seen in a Year 1 lesson about odd and even numbers. Despite being at the end of the day, the pupils were most insistent about completing the work in the allotted time. Good relationships are a strong feature with pupils being attentive to their teachers and able to work well together. Suitable homework is set regularly and is completed successfully by the vast majority of pupils.

81. Assessment procedures are good, and are used well to ensure that pupils are given suitable work and to check that they make good progress as they move through the school. Targets are set for individual pupils, although these are sometimes rather general and not specific to each individual pupil. The analyses of test data are also proving useful in highlighting areas of the mathematics curriculum in which the pupils are less successful. For instance, it was found that pupils were having difficulties with fractions and this has been successfully addressed this year.

## **SCIENCE**

82. Standards in science are close to the national average for pupils at Key Stage 1 and 2, with some aspects being above average. Pupils make satisfactory progress throughout the school. The progress of those pupils with special educational needs is good.

83. Evidence in lessons and analysis of pupils' work indicate that in Year 1 boys know the names of the main body parts. They know how animals grow and move, and the names of common animals. They have investigated the properties of materials. In one lesson, they were enthusiastically learning about magnets and what materials they attract. In Year 2, pupils have learned about healthy living, the need for exercise, correct food and cleanliness. They have also planted bulbs in the school grounds. Pupils in Year 3 have learned about the properties of materials by experimenting on the absorbency of different kinds of paper towels. Pupils in Year 4 learn about what environment living things need, and are aware of the need for a fair test. In one lesson, they also greatly enjoy investigating friction by making and testing different sized parachutes. By Year 5, they investigate the germination of seeds and how seeds are dispersed. They understand how to make a test fair and carry out an experiment with some success. They had experimented on how to make dirty water clean and experimented on the effects of insulation. By Year 6, they know about what conditions plants need to grow well. Progress is satisfactory year on year, and pupils achieve well in science. Although the science work is generally of a satisfactory nature, the quality of presentation is often unsatisfactory.

84. The quality of teaching and learning in lessons is good overall, with one very good lesson. In the very best lessons, teachers share their enthusiasm for the subject with the pupils and make learning fun. They use their knowledge and the appropriate scientific vocabulary: words such as friction, absorbent, opaque and waterproof, which pupils use correctly. In Year 1, pupils can talk about the differences between things which magnets attract, and sort a range of materials into groups. By Year 6, they were able to predict what conditions yeast needed to grow. A wide range of interesting activities and investigations is provided. Where teaching is strongest, science learning starts with an investigation. However, in some classes opportunities to match work to levels of need are missed, particularly in terms of extending the more able pupils. In classes where the teaching is less strong, the pace is slow and the pupils lose concentration, becoming restless. Teachers share their high expectations of behaviour, the quality of work is appropriate and pupils are productive. Their planning in science is good. The work for pupils with special educational needs is well supported by classroom assistants. In the majority of lessons, teachers use time well and link science to other subjects such as English, mathematics and Jewish studies. The brisk pace of most lessons helps to maintain pupils' interest and increases their work rate. Behaviour throughout most lessons is good, and in some it is very good. Most pupils are well motivated, and remain focused on the activity for considerable lengths of time. Information and communications technology is used to enhance learning in science, but is not fully developed as this area is relatively new to the school.

85. Monitoring of the subject has started, with the curriculum leader scrutinising pupils' work. The school plans to extend this monitoring to lessons. The school uses its garden area effectively for developing science teaching, and also uses local environmental studies centres to enhance the subject. Resources for the subject are limited, but there are plans and a budget to extend these further. At the time of the inspection, there were few opportunities to challenge the more able pupils, but this is shortly to be addressed by the provision of open-ended investigations.

## **ART AND DESIGN**

86. Standards in art are in line with national expectations for pupils at both key stages and there are examples of good drawings and paintings at Key Stage 2. Year 1 pupils make large collage pictures and learn to mix colours. They learn the correct names for colours such as French ultramarine and cadmium red. They know what to expect when they add black or white to a colour. By the end of Key Stage 1, they draw plants and objects from observation related to science topics,

looking carefully at shapes and shade. For instance, tile prints of butterfly designs were produced following a school visit to a Butterfly House. Year 2 pupils have also drawn delightful scenes from nature on overhead transparencies for a projector. These were used as background to the school's festival of trees.

87. Drawing skills are carefully developed as pupils move through the school. Sketchbooks give informal opportunities for practising drawing skills. There are good examples of detailed architectural drawings at Key Stage 2. Observational pencil drawings of natural objects, and the school's beautiful stained glass windows are other good examples. Some very sensitive pictures were created during the inspection when Year 6 boys painted pictures of rainbow fish using fluorescent acrylic paint. Throughout the school, pupils use a variety of media including poster paint, acrylics, charcoal and clay. Year 5, for instance, made clay replica pots as part of a history topic. Another example of artwork linked to history is a very good drawing in Year 6 of a Tudor house. Generally, three-dimensional art activities are limited. Year 6 boys created a detailed relief map of the expansion of the empire of Alexander the Great of Macedonia, using skills they had learned in art.

88. There are good examples of charcoal drawings based on Van Gogh's pictures, and in other lessons pupils have the opportunity to look at the styles of other famous artists. Although there are some examples of art from other cultures, pupils have only limited opportunities to look at pattern work, for instance from African or Asian cultures. Consequently, there are missed opportunities to give pupils a broader understanding of art from around the world.

89. Throughout the school, boys say they are enthusiastic about their art work. The teachers say they concentrate well in their lessons and their behaviour is good. They are successfully learning a range of different skills. There is no evidence of any pupils missing out.

90. The quality of teaching is satisfactory throughout the school. There were no opportunities to see art taught during the week of the inspection, as most art was linked to design and technology. Judgements on standards have been made on scrutiny of displays and samples of pupils' work in the school's portfolios. The teachers assess informally, and there are no formal assessment procedures in place. Although samples of work are retained, the work is not clearly assessed against National Curriculum standards. There is evidence of pupils using computers in art to make pictures in the style of Mondrian. However, the limited library resources do not give pupils the means to undertake further research.

## **DESIGN AND TECHNOLOGY**

91. Standards in design and technology are in line with national expectations across the school. By the end of Key Stage 1, pupils learn to make models using a range of materials including construction kits, textiles and card. By the end of Key Stage 2, they use a range of skills to design and make. For instance, a group of boys in Year 5 decided to use their own initiative to make a model traffic light system for their teacher. She had joked that this might be a useful way to stop the boys talking. They have designed the sequence of lights and made the casing; they now plan to use their scientific knowledge of circuits to create a lighting system, which will make the design complete. Pupils confidently complete the cycle of designing, making and evaluating. They have the opportunity to work in a range of materials. Pupils are regularly given the opportunity to design using a computer program. There are, however, limited opportunities to control models. Pupils achieve and learn well throughout the school. They have very good attitudes and good behaviour. There is no evidence of any pupils missing out. This means they make appropriate progress throughout the school.

92. Pupils plan things to make, and use labelled diagrams and lists of materials. They construct and decorate their models, and evaluate them with suggestions for improvements. They look at the construction of existing products, such as cereal boxes, and use these to make up their own designs. They work with a range of materials including paper and card, clay and textiles. Pupils evaluate their designs, and they enjoy discussing and debating their different points of view. For instance, in one lesson some boys felt that a perfume packaging in pink would only attract a female purchaser. Other boys were incensed by this and suggested this was stereotyping. Pupils have good attitudes and they enjoy making designs. Those who have the chance to work on computers are particularly enthusiastic. Behaviour is good, and pupils are making progress and learning appropriate skills.

93. The quality of the teaching is often good. Most teachers link art with design and technology. At Key Stage 1, boys use a microwave oven to cook apples and other fruit, under strict supervision. At Key Stage 2, pupils discuss the importance of colour and logo, and they use this information to help them design their own packaging. In a good lesson in Year 4, pupils designed chairs for a range of different purposes, and their learning in other subjects gave them imaginative ideas for decoration. For instance, one group who were designing an Egyptian chair used hieroglyphics to decorate the back of it. The teachers plan appropriately and they assess pupils' progress informally. They know their pupils well and manage them effectively. They successfully build on previous work. There is evidence that computers are used to help develop pupils' design skills. The limited library resources do not, however, give pupils the means to undertake further research.

## **GEOGRAPHY**

94. Standards in geography for pupils at Key Stage 1 are broadly in line with national expectations. No judgements were made for pupils at the end of Key Stage 2 because geography teaching was to take place after the inspection, and there was insufficient work to make judgements. Geography is taught across the school and an appropriate curriculum is covered.

95. Pupils in Year 2 learn about islands and about reading maps. They had drawn maps of imaginary islands with appropriate symbols. They had found a number of different islands from an atlas, and were learning about life on a Scottish island. Pupils in Year 3 had learned about the weather. They had done some good work involving planning a holiday, taking account of the clothes they needed to take. In Year 4 they had studied water, had visited a local water treatment centre and made good comparisons about the availability of water in England and parts of Africa. They had used information and communications technology effectively to create diaries of water use. Pupils in Year 5 had undertaken work on the local area and looked at a range of maps, both modern day and from past times. In Year 6, a visit to the Welsh Harp Environmental Studies Centre had enabled them to look at habitats of different creatures in the area.

96. Teachers' plan appropriately for geography, and work is marked. At the time of the inspection, there was no formal assessment scheme, but a computer-based system has been purchased and will shortly be introduced.

97. National guidelines for the subject are followed. The planning takes account of the need to develop pupils' geographical skills in accurately locating places and the proper use of maps, globes and compasses. It also specifies the geographical vocabulary with which pupils should become acquainted. The subject has not recently been a high priority in the school. However, there is a policy for the subject and a scheme of work. Pupils' work is monitored, and training offered to teachers where needed. Information and communication technology is used to support geography.

## **HISTORY**

98. The standards of attainment of pupils at both key stages is similar to that found nationally. Pupils achieve well throughout the school due to their positive attitudes to learning and the good standard of teaching. Pupils up to the age of seven are introduced to various aspects of history, starting from their own experiences and investigation of historical artefacts. Pupils up to the age of 11 have opportunities to study history from personal research and visits to museums.

99. Pupils in Year 1 enjoyed a fascinating lesson comparing old and modern toys. They noted that the old toys were made of different materials, and often required some skill to use. In Year 2, they were enjoying learning about household artefacts and compared a pen nib to contemporary pens. In Year 4, pupils were following up a visit to the British Museum to study the Egyptians. They were gaining historical research skills, including use of the Internet, and were comparing primary and secondary sources of evidence. In Year 6, pupils were undertaking some challenging research on aspects of life in Tudor times. Learning in the subject is good overall as pupils are fascinated by the differences between modern life and that in past times. The demonstration of various objects of historical interest supported this learning well. Pupils with special educational needs make good progress in their work under the close guidance of support assistants.

100. The teaching of history is good for pupils across the school, with some very good teaching being seen. In the best lessons, teachers inspire and captivate their pupils by using comparisons between life in modern and past times, and by using historical artefacts. The older pupils are given the opportunity to develop their research skills, both from books, other materials and from using the Internet. Teachers generally plan their lessons well and have good subject knowledge.

101. Pupils' attitudes to the subject varied from satisfactory to very good. Where they were very good, the teacher and the presentation of the topic they were learning captivated them. On the whole, they were well motivated, co-operated well and maintained concentration and good behaviour. Where their attitudes were satisfactory rather than good, they were noisier, restless and exhibited a slower pace of work.

102. The school's programme of work for the subject is based around current national guidelines. The teacher's learning intention takes account of the need to develop pupils' historical skills. Priorities are to develop boys' ability to place events into a sequence of time, learn something of the lives of famous people and use sources of evidence for their research. This learning is effectively reinforced by links to Jewish studies. The subject has not been a high priority in the school. However, there is a subject policy and scheme of work, and a formal system of assessment is being introduced across the school. However, teachers' planning and lessons have been monitored and training is offered if needed. Information and communication technologies are used effectively to support historical investigations. Resources for teaching the subject are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

103. Attainment in information and communication technology (ICT) is as expected nationally for

pupils at the end of Year 2 and Year 6. The school has recently made many very good improvements to the provision to enable its pupils to learn new skills and increase their understanding at a rapid rate. For example, the installation of the wireless network enabling 15 laptop computers to be used simultaneously in class lessons has improved the rate of learning as all pupils can learn new skills together and not have to wait for their turn. The provision has also been much improved by the purchase of other good quality resources such as interactive whiteboards, a digital camera and useful educational software. Teachers are rapidly becoming more skilled in ICT, and they are currently extending their expertise through good quality training. Their growing confidence is a major factor in helping them to learn more effectively. As the improved provision is so new, it will take some time before all aspects of the ICT curriculum are fully covered throughout the school. For instance, the pupils' skills in word processing, graphics and data handling are particularly strong, whereas work in control technology and using sensors to monitor external events is still at an early stage of development. The school has Internet access for the adults to use and it is exploring the possibility of using an Intranet system, with sites controlled by the school. This will mean pupils can safely access information to enhance their research work.

104. ICT makes a good contribution to the development of literacy skills through pupils using word processing programs to write and present their work. The class magazine produced by the pupils in Year 3 demonstrated their confidence in choosing suitable fonts and importing clipart to make their work more attractive. Pupils in Year 6 had a number of sessions using a touch-typing program, and this has helped them speed up considerably. However, many pupils' typing skills are not as well developed as their mouse skills and many can only enter text at a slow rate, which frustrates them and limits their output in the allocated time. There are also well-planned links to numeracy, especially in data handling. These links are also useful in ensuring that curriculum time is used efficiently. For example, by using data collected in science lessons to make a graph, the pupils are improving their skills in ICT and mathematics at the same time.

105. By the end of Year 2, pupils successfully use a computer to create graphs using data collected in class. They successfully draw and colour attractive pictures in the style of famous artists such as Mondrian, using the different tools in a paint program confidently. They program a floor robot to follow a set of instructions to move forward a specific distance, turn and then move again. At the end of Year 6, they have a good understanding of the various toolbar functions when producing text and graphics, and some of their finished work is of a high quality. Pupils know how to access the information on a CD-Rom successfully in their research work for other subjects such as history. They have a growing knowledge of the use and impact of ICT on their lives and in the wider world, and are becoming capable users of modern technology. Using control technology to operate other equipment such as models made in design and technology is an area yet to be fully developed, although the school has firm plans to introduce this soon. Pupils with special educational needs make the same good progress as their classmates as they are well supported and have equal access to the available equipment.

106. The quality of teaching is predominantly good, with no unsatisfactory teaching seen. Many teachers have a good understanding of the subject, and their own skills are well developed. This enables them to teach ICT confidently and demonstrate to pupils the correct procedures. The interactive whiteboard is used very effectively in lessons to show pupils exactly what to do and introduce new skills to the class. Pupils are well managed and respond positively to the opportunities offered to them. They handle equipment with great care and share it sensibly when working with a partner. For example, the pupils in Year 5 who carried the laptops up the stairs to their classroom did so extremely carefully. Teachers use learning support assistants well to help pupils who need extra help in their work. Many of these assistants have good ICT skills themselves and are able to support learning effectively. Pupils respond well to the good teaching, behave well in lessons and are eager to learn more. This was clearly seen in a good Year 4 lesson searching a database. The pupils showed intense concentration and rapidly learned new skills in formulating questions to find the answer they required. They were very proud of their efforts and most reluctant to end the session.

## MUSIC

107. Attainment in music is similar to that expected nationally at the end of Year 2, but below expectations by the end of Year 6. The school's provision fails to meet statutory requirements, as some aspects of the music curriculum for pupils in Years 4 to 6 are currently not taught at all or only taught superficially. Only in singing are the standards in line with those expected nationally. Pupils throughout the school sing reasonably tunefully and with obvious enthusiasm in music lessons, assemblies and concerts. The pupils in the recently formed school choir sing confidently and to a good standard, and their performances are much appreciated by other pupils, parents and the wider community. In other areas of the music curriculum, pupils in Years 4 to 6 are rarely given opportunities to learn new skills or improve on those they may already have. For example, only very occasionally are they given the opportunity to compose and perform their own music using tuned or untuned instruments. This is partly because there is insufficient time allocated to music, resources for composing are inadequate and the lessons take place in a small room that makes group work extremely difficult. Listening to and appraising music by a range of composers from around the world is another aspect of the curriculum that is not fully in place for the older pupils.

108. By the end of Year 2, pupils sing tunefully, accompany songs successfully using untuned percussion instruments and understand that music can be used to tell a story or create a mood. For example, pupils in Year 2 watched and listened to an excerpt based on the 'Sorcerer's Apprentice' by Dukas from the cartoon film 'Fantasia', and were able to clap the rhythm and appreciate how the music fitted the actions. Pupils in Year 6 sing a range of traditional Jewish songs with enthusiasm, secure pitch and good control of dynamics. Other aspects were not taught during the inspection, but by talking to pupils it was clear that they had little knowledge of composing and rarely performed their own work. Some composing has taken place in the past, but no recordings of pupils' work are made and kept to show the standards they attain.

109. In the three music lessons seen, the quality of teaching was satisfactory. All the music teaching is by specialist teachers supported in lessons by class teachers. The work for pupils in Years 1 to 3 is carefully planned to cover all aspects of the curriculum, and lessons are of sufficient length to allow all pupils to make satisfactory progress. The lessons for older pupils are shorter and there is only time for singing and for a few pupils to accompany the songs using tuned instruments.

## PHYSICAL EDUCATION

110. Standards in physical education (PE) are satisfactory for pupils aged seven. No lessons were observed in Year 6, so no judgement can be made about standards at the end of Key Stage 2. However, in Year 5 pupils attained well in a games lesson observed. Throughout the school, pupils have the opportunity to undertake a range of activities across the school, including gymnastics, games, movement and swimming. Pupils learn successfully and make good progress.

111. Pupils in Year 5 were observed participating in a games lesson. They were learning to play hockey. The class learned well and participated with great enthusiasm. They warmed up well at the start of the lesson and practised very effective strategies and skills. In Year 2, movement is linked to a story they have recently heard. They enjoy this a great deal. There is clear progress of skills across the school. Pupils with special educational needs participate fully in physical education classes and make similar progress to the others.

112. The teaching of pupils in Year 2 is good. Teachers plan their lesson well, and they have good relationships with their classes. They encourage them to participate effectively. The teaching of pupils observed in a Year 5 lesson was very good. The lesson was very well structured, to enable a balance between learning skills, strategies and playing a game. The planning of lessons is good, with appropriate activities being planned to fit with the pupils' needs. The organisation and management of lessons were good, leading to pupils learning well from the activities they were given.

113. The pupils' attitudes were good or very good in the lessons seen, with all pupils joining in

energetically. On the whole, they enjoyed the activities they were given, concentrated well and put in a lot of effort.

114. The school provides well for physical education. Although there were no opportunities for outdoor pursuits at the time of the inspection, the school hopes to introduce these in due course. Each class has one term of swimming lessons and two of PE. Pupils learn a range of games, including football, hockey and quick cricket. There is a subject policy and recent scheme of work. The school has made great efforts to improve the curriculum and delivery of the subject.