

# INSPECTION REPORT

## **BEIS YAAKOV PRIMARY SCHOOL**

Barnet

LEA area: Barnet

Unique reference number: 133365

Headteacher: Mrs C Scharfer

Reporting inspector: Mrs Heather Evans  
21374

Dates of inspection: 18 - 21 November 2002

Inspection number: 249069

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:	4 to 11
Gender of pupils:	Female
School address:	373 Edgware Road London
Postcode:	NW9 6NQ
Telephone number:	0208 905 9590
Fax number:	0208 200 7130
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Andrew Cohen
Date of previous inspection:	This is the first inspection of this school.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	Heather Evans	Registered inspector	Physical education Foundation stage	What sort of school is it? How high are standards? The schools' results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11041	Marvyn Moore	Lay inspector		How high are standards? Pupils' attitudes, values and personal development Pupils' spiritual, moral, social and cultural development How well does the school care for its pupils? How well does the school work in partnership with parents?
25386	John Young	Team inspector	English Music	Procedures for and use made of assessment
16773	Raminder Arora	Team inspector	Art Geography History	
8696	Abul Maula	Team inspector	Mathematics Educational inclusion English as an additional language	How good are the curricular and other opportunities offered to pupils?

28065	Alexander Miller	Team inspector	Science Design and technology Information and communication technology Special educational needs	
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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Beis Yaakov School is a larger than average Jewish Orthodox girl's school situated in Barnet, north London. There are 377 pupils on roll and of these 57 are in the Foundation Stage. Whilst all of the pupils are from white families a higher than average number, 36, are learning English as well as a language that they speak at home. Most of these pupils are from homes where at least one parent speaks English. There are 67 pupils with identified special educational needs and of these seven have statements of special need; both figures are slightly below average. The chief reason for pupils needing statements is that they have moderate but complex learning or behavioural difficulties. Although only two pupils claim an entitlement to free school meals, because meals are not available in school, and everyone brings a packed lunch, other pupils who qualify for free meals choose to bring food that meets their religious requirements, from home. Children's attainments on entry are broadly average.

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

This is a good school with some very good features. Standards in English, mathematics and science at the end of Year 2 are above national expectations and are well above the national average by the end of Year 6. By the end of the Foundation Stage most children attain at the expected level in all of the early learning goals. The quality of teaching is predominantly good across the school. The management of the pupils, finance and resources is very good. The leadership of the headteacher, the senior management team and the governing body is very good. Pupils' attitudes to work and learning and their relationships with adults and their friends are very good. Their behaviour is good in lessons and around the school. For these reasons the school is judged to provide good value for money.

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

- Standards are particularly good in English, mathematics, science, physical education and music.
- Pupils' attitudes to work and their relationships are very good; their behaviour is good.
- Teaching is predominantly good and much is very good.
- The leadership and management of the headteacher, the senior staff and the governors are very good.
- The information provided for parents is very good.

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

- The monitoring and evaluation of teaching in those subjects where there is no statutory testing is inconsistent.
- The accommodation is not ideal for class teaching and hampers the delivery of the curriculum.
- There is no secure outside play area dedicated to the use of children in the Foundation Stage.
- Formal procedures for recording health and safety issues are underdeveloped.

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

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

This is a new school that has not had a previous inspection since it was only established in its present form in 2001. Procedures are in place to address all of the areas of weakness identified by the senior staff and the governors as set out in the school development plan and linked subject action plans.

## 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			
	All schools			Similar schools
	2000	2001	2002	2002
English	n/a	n/a	A	B
Mathematics	n/a	n/a	A	A*
Science	n/a	n/a	A	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The results of the statutory tests in 2002 indicate that standards at the end of Year 6 in the subjects tested are well above those in schools nationally. When compared with similar schools the results show that standards in English are above average, in mathematics they are well above and in the top five percent of schools nationally and in science they are well above the average in such schools. Standards at the end of Year 2 in the most recent tests show pupils' standards to be close to the national average in reading, in the top five per cent in writing and above average in mathematics. Inspection evidence shows that pupils in Years 2 and 6 are on course to maintain these standards and standards in science in Year 2 are now above the national average. As a new school it is not possible to identify any trend of maintaining or improving standards. Standards in information and communication technology are in line with national expectations across the school and exceed the expected levels in music and physical education but are below expectations in geography. At the end of Year 2 levels of attainment in history, art and design and design and technology match national expectations although at the end of Year 6, in history, art and design and design and technology, attainment levels are below the expected level. The school has set challenging targets for groups and individuals for the present academic year and inspection evidence indicates that pupils are on course to achieve these targets. Religious education was inspected by a different team in line with the requirements of the Kodesh curriculum.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school; they like school and treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is always at least good; pupils are managed well and have a clear understanding of the established behaviour policy.
Personal development and relationships	Relationships are very good; pupils are developing a growing understanding of the beliefs and values of others. Pupils are starting to develop ways of taking responsibility for managing their own work.
Attendance	Attendance this term is satisfactory and matches the national average. The level of unauthorised absence is similar to that in most schools nationally.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very 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 most areas of the curriculum is predominantly good although some new teachers are not totally familiar with all of the requirements of the National Curriculum. Across the school English, mathematics and science are taught well. The pattern of good teaching is seen across the school because planning is becoming increasingly thorough. As a result, learning is almost always satisfactory and it is most frequently good. The teaching of basic skills in English and mathematics has been very well developed as a direct result of the effective training in the literacy and numeracy strategies. This shared training is now starting to have a positive effect on teaching in other subjects. The planning of lessons is good and the support for those pupils with special educational needs is effective and consistent. These pupils are helped to learn well, at a similar rate to that of other pupils in their class. Those less experienced teachers who are experiencing difficulties in teaching subjects within the secular curriculum are helped in lesson preparation and planning by skilled subject leaders. These less confident teachers have regular opportunities to work with more experienced colleagues in order to improve their class management strategies.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory and meets statutory requirements. The extra provision through clubs, visits and visitors to the school is good.
Provision for pupils with special educational needs	There is good provision for all of the pupils with special educational needs. Pupils are identified early and good support is given.
Provision for pupils with English as an additional language	Whilst many pupils use another language as well as English at home none of them has any difficulty following the secular teaching that is always in English. In lessons in religious education pupils frequently use Hebrew.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is well organised and pupils' personal skills are well developed. There is very good provision for pupils' spiritual and social development. Provision for their moral and cultural development is good.
How well the school cares for its pupils	The school cares effectively for all its pupils. The policy and procedures for Child Protection are good. Pupils' progress is tracked carefully and information gathered is used well to promote learning.

The school has very strong links with parents. Curriculum policies and plans of intended work are reviewed regularly and there are no significant curricular weaknesses. Links with the religious curriculum are very strong. Visits to places of interest and visitors to the school enrich the opportunities for learning offered to pupils. Strategies for recording health and safety issues are in place but need to be formalised.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher working collaboratively with the assistant headteacher and the phase leaders are very good. The staff supports the management team very well. They have been successful in establishing an effective school.
How well the governors fulfil their responsibilities	The governing body, led by a very competent chairman, is fulfilling its responsibilities very well. Their understanding of financial matters and their support for the curriculum is based on good experience, knowledge and understanding.
The school's evaluation of its performance	The school has clear, effective and practical procedures for evaluating its performance. Governors have a strong understanding of where strengths are found and a realistic view of areas for development and how to address them.
The strategic use of resources	The strategic use of personnel and practical resources is imaginative and effective. Resources for teaching and learning are good. They are used well throughout the school.

There is a good level of qualified staff who are deployed very effectively. The leadership and management of the school are well organised and are very effective. The leadership of the headteacher and the assistant headteacher are very good. Teachers and governors have a shared vision for success and improvement. Resources are of good quality and are regularly reviewed by the very effective subject leaders who are aware of what is needed. Financial management is very good and the governing body has a very clear understanding of setting the budget against the plans contained in the practical and detailed school development plan. Governors review the evidence of the effect of spending on standards with the senior management team. The school has a good understanding of looking for best value when buying materials or appointing and deploying personnel. The accommodation is unsatisfactory and only enables the full curriculum to be taught successfully because governors raise the necessary money to pay for extra teachers, many on a part-time basis so that separate groups can be taught in the small classrooms. The facilities are far from ideal and this limits the scope of planning for teaching and the delivery of the required curriculum. The governors have prepared well-developed and finely costed plans aimed at rectifying these serious impediments.

## 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>Parents are very supportive of all aspects of the school and in the questionnaires and at the meeting for parents expressed very positive views about it.</li> </ul>	<ul style="list-style-type: none"> <li>A minority would welcome more information about their children's progress.</li> <li>Some parents would like there to be more extra-curricular activities.</li> </ul>

The inspection team fully supports the many positive views expressed by parents. The team considers that the ways of reporting pupils' progress in National Curriculum subjects are good. Taking into consideration the already long school day the team considers that the range of visits to places of interest, visitors to the school and extra-curricular opportunities, including activities on Sundays, are good.

## **PART B: COMMENTARY**

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

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

##### **Strengths:**

- *the standards and achievements in the national statutory tests and assessments by the end of Years 2 and 6;*
- *pupils' levels of attainment in music and physical education across the school;*
- *the overall good learning and progress made by pupils including those with special educational needs;*

##### **Areas for development:**

- *pupils' skills and understanding of the design element in art and design, and design and technology, across the school.*

1. The attainment of children entering the school varies with each group but the most recent indications from the teachers' assessments using a well established system show the overall attainment level to be about average when compared with children of the same age nationally. Children usually have average abilities in speaking and listening and in their personal and social development because many have spent time in the adjacent private nursery that is owned by the governors and has very close links with the school. Children's mathematical, creative and physical development is close to the expected level but their attainment in their knowledge and understanding of the world is below that of most children of the same age. Systematic teaching, that is always at least satisfactory and is frequently good, enables these children to make steady progress. Except for those with identified special educational needs, most reach the expected levels in all of the early learning goals, except in their knowledge and understanding of the world, by the time they transfer to Year 1.
2. In the statutory National Curriculum tests in 2002, pupils' achievements in English at the age of seven are about average in reading but their level of attainment in writing is well above the national average and is in the top five per cent of schools nationally. Standards in mathematics are above the national average. In these subjects pupils' performance fell below that of similar schools in reading, and was graded as being well above that in similar schools in writing. Standards are above those in comparative schools in mathematics. The teachers' assessments in science placed the pupils as being below the national average overall. In the national tests for pupils at the end of Year 6, the standards in English, mathematics and science were well above the national average. When compared with similar schools, pupils attained above average scores in English and were well above average in mathematics and science. The apparent anomaly in reading is because, although pupils are skilled at reading presented texts, for some pupils comprehension is less well developed, because the school has a limited choice of books that are considered suitable for religious reasons and the range of wider reading is then restricted.
3. The school has reviewed the test results carefully along with those of voluntary tests. Teachers have identified a need to extend pupils' opportunities in reading in order to increase their awareness of inferred meaning within a wider vocabulary. The teachers are working to make the best possible use of available space so as to extend the amount of practical, experimental and investigational work in mathematics and science in order to further deepen pupils' understanding of the subjects. Inspection evidence indicates that at this time in the year pupils are well set to maintain the standards achieved in 2002 in these subjects by the end of Years 2 and 6 in this academic year. Pupils' skills in mental arithmetic are being developed very well across the school and pupils are beginning to be successful in applying their knowledge in problem solving in other subjects, such as science.

4. Good and very good teaching in the majority of lessons enables pupils to increase their reasoning powers and their skills in shared research and critical study. For this reason the match between work expected and pupils' prior attainment is very good. Pupils' work in Hebrew lessons, and their study of biblical texts, where they translate from Hebrew to English, expressing difficult translations in readily understood but grammatically correct English, helps them to think logically and to express themselves well. Together with their developing observational skills pupils are enabled to extend the learning begun in the Foundation Stage well. The majority achieves levels by the end of Year 2 that are most frequently in line with those for pupils of the same age nationally, except in geography, where attainments are below expectations.
5. In older classes, although individual pupils demonstrate their personal achievements well, overall, less structured work in the past, has meant that in art and design, history, geography and design and technology, attainment by the end of Year 6 remains at a level below that expected nationally. It is quite clear that in previous years pupils have had good learning experiences in parts of the curriculum but this has been inconsistent. Since the creation of the new school the staff have worked to create and agree plans about what now needs to be taught. These plans are well organised and have been devised to ensure the continuity of learning that many pupils have not experienced which is why their knowledge is patchy. The planned work now provides for a steady progression through the curriculum. There are systems in place to evaluate previous omissions and to fill in the gaps. The school has a timetable of work and the changes made within the new school are structured so that every subject is being reviewed and analysed in turn. Teachers have been provided with additional suitable training and the level of teacher assessment has been developed very well. The positive results of this work are best seen in the core subjects, for pupils in Years 1, 2 and 6, and in music and physical education across the school where standards now exceed the expected levels. Art and design and design and technology have not been priority subjects until the start of this academic year. Whilst the making element of models is close to the expected level, pupils' experience of design and rigorous critical evaluation is still being developed.
6. Although a more than average number of pupils speak a language other than English at home all of them have at least one parent who speaks English with them. Within the school there are teachers who are able to support pupils with different languages and all pupils are familiar with biblical Hebrew within their religious education lessons. The school values the linguistic input of these pupils but, at the present time, as none has any difficulty speaking, listening and thinking in English, there is no special additional provision made for them. There are trained staff in the school who are available should a need arise. In lessons it is impossible to identify any pupils who experience any difficulties with English as the language for learning. The work to support pupils who have been identified as being gifted and talented is a new strand of the school's formal identification of talents and achievements this term. As yet it is too early to make any judgement about the effectiveness of this new work but the school's support for those pupils identified as having specially advanced academic talents or musical gifts is very good.
7. The school is successful in fostering the achievements of those pupils with identified special educational needs. Early intervention ensures that pupils' individual needs are identified as soon as possible. All such pupils have Individual Education Plans (IEPs) that are tightly focused on areas for improvement and the targets to be achieved. Pupils make satisfactory progress in the Foundation Stage and good progress in classes across the school. This is because they receive good support from their teachers, teaching assistants and other support staff. The quality of this work is highlighted by the fact that nearly all pupils in Year 6 attained the nationally expected Level 4 in English, mathematics and science in 2002 and a well above average number attained Level 5.

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

#### **Strengths:**

- *pupils have very good attitudes to the school, enjoy their lessons and learn with confidence.*

- *behaviour in lessons and at playtime is good;*
- *pupils have a good understanding of the impact of their actions on others;*
- *there is a notable absence of oppressive behaviour, including bullying, sexism and racism.*

**Areas for development:**

- *attendance is satisfactory but could be improved;*
8. Pupils have very good attitudes to the school, which is an extremely orderly and happy community. The behaviour demonstrated by the pupils both in the classroom and during times of recreation is good. Pupils have extremely good relationships with staff, enjoy coming to school and learn with enthusiasm and interest. In most lessons, pupils enjoy their learning, show interest and maturity and display enthusiasm in their work. The overwhelming majority of pupils relate well to one another, greatly enjoy the company of visitors and work very hard. In all of the lessons observed during the inspection week, behaviour was good or better. During lunchtimes and play times, pupils always display a good level of acceptable behaviour. Although some corridors are narrow and classrooms extremely small, pupils do not jostle one another and they display the greatest respect to school staff. The inspection team was impressed by the friendliness and courtesy of pupils who were anxious to show them around the school and show pride in their work and achievements.
  9. The school's behaviour management policy is consistently applied by staff, well understood by pupils and accepted by them. Pupils have a very good understanding of the impact of their actions on others. During the inspection pupils were often observed assisting one another and demonstrating great respect for school property. The ethos of the school with its Torah teachings has a positive effect on pupils' behaviour. Pupils treat books and school property with the greatest respect. Around the school there is no graffiti or litter.
  10. Pupils' personal development and their relationships with staff and other pupils are very good. For example, in a good Year 6 music lesson pupils worked well together to compose words and music for a Chanukah song and collaborated with each other with confidence and maturity. In a very good Year 1 mathematics lesson, pupils demonstrated very good communication skills in discussing with the teacher analogue timings and were very keen to demonstrate to the teacher and the class what they knew and the progress they had made.
  11. The school makes good provision for those pupils with special education needs. Staff supervise and support these pupils well, their behaviour is always good and they are integrated into lessons very well. They enjoy their achievements, take pride in their work and enjoy being at school. Pupils are given good opportunity at the school to develop their initiative and personal responsibility. Pupils in Year 6 act as prefects, the positions of Head Girl and Deputy Head Girl are awarded on a rotation basis, pupils are appointed as environmental officers and class monitors. The school has developed a "buddy" system where older pupils mentor younger pupils and befriend them. In addition, pupils are given responsibilities such as returning registers to the office and generally helping staff. The recently appointed citizenship co-ordinator is considering arrangements for the future setting up of a school council. Tzedokoh (Charity) work takes up a large part of the school's activities. From a very early age pupils are encouraged to do charitable works and during the inspection pupils in Year 1 were observed voluntarily donating small amounts of their pocket money to a local children's cancer fund. This good practice extends to many charities within and outside the Jewish community.
  12. The attendance rate at 95.7 per cent during the period prior to the inspection is above national levels and is improving. This is in part because the school has encouraged parents to comply with the rule about reporting any sickness or unavoidable absence. Lessons start on time; pupils rarely arrive late in the morning and are keen to attend school. As a result they maintain good progress.
  13. No pupil has been excluded since the establishment of the new school. The inspection team agrees with the overwhelming view expressed by parents that behaviour in the school is good.

Pupils' attitudes to the school, their learning and behaviour, attendance rate and the quality of relationships are all of a high standard and, as a result, pupils learn well and make good progress.

## HOW WELL ARE PUPILS TAUGHT?

### Strengths in teaching and learning:

- *in the majority of lessons teachers' planning is clear and effective;*
- *most teachers have very secure knowledge and understanding of the requirements of the National Curriculum;*
- *day-to-day assessment is used well to evaluate progress and extend learning;*
- *pupils are organised well and learning opportunities match their individual needs;*
- *the quality of teaching is predominantly good;*

### Weaknesses:

- *teachers in some classes allow pupils to call out answers and this distracts others in the class;*
- *teachers work in conditions that inhibit movement and therefore limit their selection of teaching strategies;*
- *a few newer teachers are still unfamiliar with some aspects of the National Curriculum requirements.*

14. Teaching is predominantly good across the school and there are examples of very good teaching. In the Foundation Stage the quality of teaching is at least satisfactory and is most frequently good. There is shared planning for the Foundation Stage with the privately funded nursery staff. Teachers are developing a growing understanding of how children under five in the Foundation Stage learn through a process of structured play. There is a suitable range of learning experiences. Across the school in the core subjects of English, mathematics and science teaching is almost always at least good. Teaching was observed in 77 lessons or parts of lessons during the inspection. The quality of teaching was at least satisfactory in all but 2 lessons. In 78 per cent of lessons teaching was judged to be at least good, and 34 per cent were very good with 7 lessons, 9 per cent, judged to be excellent.
15. The understanding of their management role by the subject co-ordinators has led to good planning by the teaching staff. This has had a positive impact on the quality of teaching in the core subjects and in those subjects targeted for improvement last year. This staff development is an ongoing process and other subjects, especially geography, art and design and design and technology have been identified for additional attention during this academic year. The procedures in place are thorough and well organised and worked well for teachers and pupils in the past year. At this stage of the term it is too early to evaluate what the impact on teaching and learning has been for the new teachers and in the newly targeted subjects.
16. The school has successfully implemented and developed the strategies for teaching literacy and numeracy and this means that the quality of teaching in literacy and numeracy is good. This is because the organisation of lessons is consistent across all classes. The training in planning and evaluating work, undertaken in the preparation for these initiatives, has had a positive effect on planning in most other subjects. Some members of staff who have recently completed their teacher training at the seminary, and are new to teaching and to the school, have not experienced this training. These teachers are now attending college courses and are working with the subject leaders to rectify any identified difficulties. Most teachers have secure subject knowledge, and this forms the firm foundation on which pupils' learning is based. Lessons are well structured and follow the recommendations of the relevant national guidance. They begin with an introductory session, after which pupils work collaboratively or independently within matched attainment groups. Teachers select methods well fitted to the purpose for teaching the whole class and written tasks are most frequently tailored to meet the pupils' needs. There are very few weaknesses in teaching. Teachers' instructions and guidance in lessons are detailed and clear. In almost all lessons pupils of all ages and attainment levels know well what they are doing and why.

17. Basic skills are taught well. Teachers discuss issues with pupils using carefully structured questioning designed to extend pupils' thinking and to promote their learning. Pupils are learning to use resources systematically and to examine results carefully. They are encouraged to search out relevant information and to record their findings systematically. This approach to teaching was seen to good effect in a mathematics lesson for lower attaining pupils in Year 5. Pupils investigating the properties of two and three-dimensional shapes were helped to make decisions about the relationships between the shapes. They listed the different number of edges, sides and vertices in a table and together they worked towards the understanding of common rules linking the properties for all regular shapes.
18. In one lesson, in a Year 6 class, the teacher's excellent in-depth knowledge of the English curriculum enabled her to set very demanding and challenging work for pupils. This then resulted in pupils assuming the role of a newspaper editor preparing a leading article by setting out the sets of argument on all sides about the expected strike by fire officers. Pupils assumed the role of employers, workers and politicians as they grappled with the issues involved. The teacher's management and organisational skills permitted pupils to develop strands of argument, stubborn resistance and reasoned conclusions to the article. Following the discussions, pupils drafted and refined their work, demonstrating growing skills in composition with accurate spelling.
19. Across the school, teachers' personal knowledge, interest and enthusiasm together with their high expectations are challenging pupils well and are helping them to develop their skills across a range of subjects. The drive for high levels of achievement and attainment is an important part of every lesson. In the best lessons, although teachers require pupils to complete a great deal of work, learning remains fun. The teachers' control, organisation and management of pupils are good. Work is frequently difficult but because it is consistently interesting and the teaching is stimulating pupils are willing to make great effort with it and they enjoy lessons. Most pupils are already on course to maintain the above average standards of attainment gained in the tests in 2002. The use of these skills that are now well-established is helping them to lift the levels of attainment in less strong subjects across the curriculum. Pupils of all ages and attainment levels benefit from reflecting on the purpose lessons and, when used best, the end of lesson review session helps them to evaluate what they have learned and how to use this new knowledge in other lessons. Teachers encourage pupils to make good use of their skills in information and communication technology to support work in all subjects. The small classrooms that prevent constant access to computers sometimes inhibit this. Teachers have to organise special opportunities to undertake such supportive work in the computer suites rather than it being a constant feature of all classroom activities.
20. In core subjects pupils regularly work in sets or groups matched to their prior attainment. This is sometimes a necessity because so many of the classrooms are too small for a complete year group. Additional staff members make the systems adopted work very well. Pupils are well challenged and are expected to work hard and to give of their best. This is supported very well by the provision of booster classes for pupils preparing for statutory tests and by specific additional support to develop and extend skills in literacy and numeracy. Where the subject leaders, and some of the teachers, have been in post only since the start of this academic year, although good procedures are in place the school is aware that more needs to be done.
21. Pupils with special educational needs, including those with statements of special need, make good progress with their learning. Such pupils are identified early and this helps to ensure that their needs are met. Teachers are aware of the needs of individual pupils. A significant strength in the school is both the management and leadership given by the co-ordinator for special educational needs (SENCO). Her knowledge and experience gives good support to pupils, teachers, support staff and parents. She ensures that good IEPs with short-term appropriate targets are created, reviewed and updated. The targets are shared with pupils and their parents. These strategies contribute to the good tracking of progress being made by identified pupils.
22. Another strength of the school's provision is the support provided by the teaching assistants. The assistants help in a variety of ways including explaining tasks to pupils, ensuring pupils remain on task and contributing to the assessment procedures by recording observations and reporting



these to teachers. In collaboration with the 'Southover Partnership', the SENCO ensures adequate training takes place for the teaching assistants to help them carry out their duties successfully. The 'Southover Partnership' is an organisation helping schools meet the specific requirements of pupils with special educational needs. The school also purchases additional specialist teaching support from this organisation to assist in meeting the specific needs of some of the pupils.

23. Homework is used effectively to support learning. It is designed to enable pupils to revise or consolidate learning and following its completion is used to good effect in subsequent lessons. The marking policy is clear and the quality of most marking is good. Sometimes, however, teachers just tick the completed work and do not add the special individual comment or word of advice that makes so much difference to a pupil who has worked hard. Where teachers mark work alongside individuals, offering oral advice and encouragement, this is seen to be a useful way of sharing practical ways forward with pupils.

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

### **Strengths in curricular provision:**

- *the overall quality and range of learning opportunities;*
- *the very good access to all learning opportunities within the scope of the school's mission statement;*
- *the effectiveness of strategies for teaching literacy and numeracy;*
- *the interesting provision for extra-curricular activities especially on Sundays.*

24. The school provides an interesting curriculum for pupils of differing attainment levels from the Reception classes upwards. All subjects of the National Curriculum, religious education and personal and social education are provided, although religious education was not inspected as part of this inspection. The timetable is complex and whilst all subjects have an appropriate time allocation some are taught by teachers from the Kodesh faculty. The plans of intended teaching are all based on National Curriculum requirements together with the recommendations of the Qualification and Curriculum Authority. The supporting subject policies are detailed and include opportunities for developing the personality and individuality of pupils through elements planned for their spiritual, moral, social and cultural development.
25. Curricular opportunities are broad and relevant to the needs of the pupils as individuals or in groups. There is a proper emphasis on literacy and numeracy. Work in literacy, particularly grammar, is very well supported within the Kodesh curriculum, where reading, speaking and listening and translation from Hebrew to English and then into contemporary English, with great emphasis placed on good sentence structure, is a strong feature. There are good strategies for the use of literacy and numeracy skills across the curriculum. The governors have decided that sex education should not be taught as part of the secular curriculum except for the required reproduction element in science. It is taught within the Kodesh curriculum, as is teaching about substance abuse and drugs awareness. These decisions by the governors and the provision within the religious teaching of the school meet statutory requirements.
26. There is good provision for pupils with special educational needs. They have equal access to all areas of the curriculum. Teaching assistants work closely with teachers to plan and deliver an appropriate curriculum for pupils who experience difficulties including those with statements of special educational need. In lessons, classroom assistants clarify teaching points and questions asked by the teacher so that pupils fully understand the work being introduced and what they are expected to do. They also ensure pupils remain attentive and focused on the task in hand. As a result they make good progress alongside their friends. The revised Code of Practice for pupils with special educational needs has been adopted. All of the pupils with special educational needs have IEPs and the targets set out in these are regularly reviewed and modified.

27. A significant number of pupils speak a language other than English at home but all pupils speak good English. Support for any pupil needing help is readily and easily provided in all lessons as most teachers share the language of the home and pupils all speak some English both in school and at home. There are effective cross-curricular links in many subjects although some of these are incidental and are not always part of a systematic and structured approach at the planning stage. The regular involvement of attached governors to some subjects is beneficial in that when teachers are reporting about their subject's needs or progress to the curriculum committee or to the full governing body there is considerable prior knowledge and understanding. Inspection evidence indicates that pupils have full access to all parts of the curriculum and to a wide range of extra-curricular activities which include swimming. These activities frequently take place within the community on Sunday and they extend and enrich the overall curricular provision.
28. The contribution of the community, including parents, to pupils' learning is good. There is a committee that reads all books that teachers think suitable for pupils and those that are accepted by the committee are labelled for the appropriate year groups. Parents and grandparents help pupils with reading in school and at home. Local police officers visit the school regularly and the local teacher-training institute places students in the school as part of their training.
29. The school has established useful working relationships with partner institutions including the privately sponsored nursery in the grounds of the school and with receiving secondary schools. The headteacher is involved in networking with the local cluster group and with other Jewish schools. Pupils from the school have been successful in winning prizes in a firework safety poster competition sponsored by the local branch of the London Fire Brigade. They have also competed with other schools in designing a Chanukah card to be produced and sent out by the local Member of Parliament.
30. The pupils benefit from the dual nature of the curriculum. The National Curriculum is enriched by the religious education component, which complements and reinforces skills learned in secular subjects. The closely linked religious curriculum enables pupils to be familiar with other written languages and encourages and supports them when discussing abstract concepts from an early age. Some subjects, such as art and design, and design and technology, are taught as part of the Kodesh timetable. This presents some problems as, although the procedures to ensure continuity and progression in pupils' learning are clear and well founded, new members of staff are still working to become familiar with all of the requirements. The strategies for monitoring and evaluating teaching in these subjects have not yet raised them to the levels of other subjects in the National Curriculum. The school is very alert to the need to monitor these subjects in this respect and has appointed two skilled and knowledgeable subject leaders to fulfil this role. Each of these teachers has some time allocated each week to work to support new colleagues in the requirement and planning of lessons and to help with the assessment and evaluation of teaching strategies and pupils' work.

## **Personal development, including spiritual, moral, social and cultural development**

### **Strengths**

- *the provision for personal education is good;*
- *the provision for spiritual development is very good;*
- *the provision for moral development is good;*
- *the provision for social development is very good;*
- *the provision for cultural development is good.*

### **Areas for development**

- *the school's provision for the promotion of multi-cultural education needs to be further developed.*

31. The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. The curriculum for personal, social and health education is good. It has helped to promote good behaviour and has helped to develop pupils' attitudes to learning and one another. Teachers work hard to build pupils' self-esteem and are successful in developing their confidence and relationships with other pupils and with adults. In both the Kodesh and the secular curriculum pupils have the opportunity to discuss issues of life that are relevant to their age and maturity when appropriate. Religious education, though not part of this inspection, is a key subject for promoting personal development.
32. The provision for pupils' spiritual development is very good. This is promoted mainly through the Religious education programme of the school, that includes weekly whole school assemblies and daily acts of davening (prayer). Pupils are encouraged to reflect upon the teachings of the Torah (Jewish Law), which relate to their life style and on the ethical and moral values promoted by the Jewish code of conduct. The school's Limmudei-Kodesh (religious teachers) ensure that pupils are constantly aware of their faith; and of the ethos and culture of Torah law, such as caring for others. Modesty and charity are exemplified both in lessons and by the examples set by teaching and non-teaching staff. The way of life of the school is encompassed in the Mission Statement "*Respect for One Another, Charity and Modesty*" and is exemplified by the daily pattern of prayer and devotion to learning by pupils in classes across the school.
33. The provision for pupils' moral development is good. The school has very high expectations of good behaviour and pupils clearly understand the school's behaviour policy and the rewards and sanctions procedures. As a result the pupils' behaviour is never less than good. Moral issues are discussed at every opportunity and the life of the school is based on a strong moral code. From the youngest classes the pupils have a good knowledge of what is right and wrong. Staff, by their dress, conduct and care for pupils, set extremely good examples.
34. The school promotes the care of others well and the modules contained within the school's citizenship programme of Mitzvah, good deeds and actions, permeate every part of the school. For example, in the Reception classes a 'Mitzvah Tree' is clearly displayed on which pupils have written what good deeds they wish to do and when and how they will do them. The morals of society are clearly exemplified in the school by work on display. For example, in one corridor the cause and effect of Nazi persecution on society are clearly displayed in an extended frieze, and pupils have written their own perception of the International Children's Charter. Pupils have studied the charter to establish whether education is a right or a privilege and what rights children should have. In a further exhibition in the school, pupils have written their perception of the effects of medicines, when one should visit the doctor and what prescriptions or medicines one should take.
35. The provision for pupils' social development is very good. In most lessons pupils are taught extremely well and show respect and tolerance for others. Pupils show a growing awareness and respect for others. They are expected to work well in pairs and in groups and to show respect, tolerance and understanding of those pupils who may have learning difficulties or who are younger than they are. At lunchtimes and break times during the inspection, pupils were observed socialising well together; offering support to one another and enjoying each other's company. Lunchtimes are pleasant, social occasions where pupils socialise well together and after lunch they return thanks as they sing grace harmoniously and enthusiastically.
36. The provision for pupils' cultural development is good. In classrooms poems are clearly displayed on the wall. A poem, "City Jungle" by Pie-Corbet, has been analysed by pupils who have used their skills to give critical judgements of his work. Pupils have written their own poems focusing on the use of personalisation. The school has promoted a handwriting competition and pupils have examined "*The Diary of Samuel Pepys*" and have added their own views. During the inspection pupils greatly enjoyed the work of a visiting drama teacher and worked well and enthusiastically with her to take part and analyse the plot of "*Macbeth*". The school produces annual choral concerts, which parents report to be excellent. The mothers of pupils are invited to attend and pupils greatly enjoyed a "Victorian Day" held at the school. School visits include

excursions to the Imperial War Museum, the National Gallery, country parks as well as the local Royal Airforce History Museum. In Year 6 the school provides “taster” lessons given in Latin, German and French. In art and design the work of great artists including Monet, Cézanne, Oppenheimer, Lowry and pictures from different artistic traditions have been studied and discussed by the pupils.

37. The school has begun to promote the multi-cultural awareness of its pupils; for example, pupils are studying the lives and habits of children in an Indian village, but teachers need to further develop pupils’ awareness of other faiths and cultures. Pupils at the school have a detailed and thorough knowledge of the Jewish religion, traditions and customs and pupils are aware of festivals of light from other traditions including Diwali from the Hindu faith and Christmas as part of Christian celebrations. This element of the curriculum is developing slowly and the school is not yet sufficiently pro-active in extending pupils’ awareness of the patterns of worship or beliefs of people of other faiths.

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

### **Strengths:**

- *staff at the school are dedicated to pupils’ care and welfare and each child is known individually by staff and well supported by them;*
- *the school has good procedures for supporting and monitoring pupils’ personal development;*
- *the school has good procedures for child protection;*

### **Areas for development**

- *procedures for monitoring and improving attendance need to be strengthened;*
- *procedures aimed at ensuring pupils’ health and safety need to be formalised;*

38. Procedures for child protection and ensuring pupils’ welfare are satisfactory overall but some areas of the school’s work, particularly in recording and monitoring of attendance and the application of health and safety procedures, should be formalised and improved. The management of the school recognise these errors and have nominated new members of staff to deal with these issues with the aim of remedying the shortcomings
39. All children at the school are well known to teaching and non-teaching staff and receive very high levels of care and support by them. All staff display a deep concern for pupils and their caring and positive attitudes are well reflected in the good progress that pupils make during their life at the school and the confidence with which they learn. They thrive in the positive climate for learning.
40. The school has good procedures for the promotion of child protection. The headteacher, who is the designated teacher, is well aware of her responsibilities and together with the principal of the Jewish faculty has received recent training. She has arranged for all other members of staff to receive cascade training in the near future. The school does not have any pupils on the Child Protection Register at present. There are no ‘looked after pupils’. The procedures for referrals to the appropriate authority are good and the child protection policy of the school is thorough, concise and is based on the working practices of the area Child Protection Committee.
41. Any accidents that occur are very well recorded and the school has an adequate number of First Aiders, all of whom have received appropriate up-to-date training. The school has a small, dedicated First Aid Room. The school’s health and safety policy is detailed and thorough but the school has not adhered to some items listed in the policy. Regular Health and Safety Audits have not been carried out systematically and the school does not have a Link Governor responsible for health and safety. The school caretaker keeps good records of fire alarm tests

and fire drills and regular inspections take place of the school's electrical and fire safety equipment.

42. Until very recently the school's procedures for the monitoring and improving of attendance have been unsatisfactory. Although registers are marked regularly, are accurate, neat and fully comply with legislation, absences are not followed up by the school on a first day basis and too much reliance is placed on the Education Welfare Officer to contact parents and to monitor attendance on the school's behalf. All of these items were reported to the school and immediate action was taken to rectify them during the inspection. The school's office manager has agreed to accept additional responsibility for monitoring and improving of attendance and has already arranged with the local authority to conduct risk assessment on a self-evaluation basis and to receive training by them in the near future.
43. The school gives very good educational and personal support to pupils. The staff know pupils well, they relate to them extremely well and pupils go to them for help, support and guidance which is readily given.
44. Staff at the school regularly assess pupils with special education needs which provides a wide variety of information that is well recorded and helps identify the current attainment of pupils. The information gained is used very effectively to provide suitable challenging work for the pupils.
45. The school has good procedures for monitoring and promoting good behaviour and for monitoring and eliminating any oppressive behaviour that might occur. The school rules, which are based on the teachings and ethics of the Torah, (Jewish Law) are prominently displayed in all classrooms and are based on a system of rewards and sanctions. Pupils understand the rules very well and they are applied consistently by all members of staff. The school has virtually no incidents of bullying or challenging behaviour and staff deal with any "boisterous" behaviour by the pupils very quickly in an appropriate manner. Pupils interviewed during the inspection week confirm to the team that they felt safe, secure and happy at school. They stated that bullying did not occur and they felt that all members of staff were helpful, caring and approachable. Pupils are well supervised in the playground both at lunchtime and break and non-teaching assistants perform their role well.
46. The school has good strategies for identifying the problems of pupils with special educational needs. Regular meetings of staff are held with the SENCO and identified pupils' IEPs contain good information. Reviews of the progress made by these pupils towards their targets are well recorded.
47. The overall judgement of the inspection team is that pupils are well cared for by staff at the school and those areas for improvement and development in procedures identified by the inspection team are already in the process of being appropriately rectified by the school.

#### **Strengths in assessment procedures:**

- *good analysis of children's attainment on entry;*
- *the analysis and use of the results of statutory and voluntary tests is very good;*
- *the identification of special educational needs and the ways of supporting these pupils are good.*

#### **Areas for development**

- *the procedures that have been successful in many subjects need to be extended to those that are still being developed.*
48. The school has good assessment procedures and has developed effective practical strategies for monitoring the academic performance of pupils using the results of statutory and voluntary tests. The school makes good use of a neighbouring Local Educational Authority's baseline assessment procedures to analyse children's attainment on entry to school. Assessments in

Year 1 give a clear indication of the levels of attainment pupils are most likely to reach in the national tests at the end of Year 2. A performance analysis service provides very useful and detailed statistical data on the results of voluntary standard assessment tests and this, together with the in-depth analysis of national test results in Years 2 and 6, enables the school to target those areas of learning where pupils are under achieving. This has already helped to raise standards in reading, particularly in Years 1 and 2. Action taken on the results of assessments has led to changes in the composition of attainment groups and the occasional buying in of specific additional support for pupils experiencing difficulty in their learning

49. The school's assessment policy is very thorough and gives clear and helpful guidance on the recording and monitoring of pupils' performance. Test results, particularly in the core subjects of English, mathematics and science, are analysed carefully and this information is used to plan new work. Very effective use is made of each lesson's learning objective. These are often copied, or stuck into pupils' books, and are a good assessment tool as teachers invariably mark work in the light of what pupils have learned in relation to the specific learning intentions set out at the beginning of the lesson. Any gaps in pupils' understanding, discovered as a result of marking, are included in teachers' future lesson plans. Pupils respond well to praise when being rewarded for outstanding work or effort. They are extremely pleased when their efforts are rewarded with house points.
50. In the Reception classes, the teachers use a well-established assessment system to help the staff to plan individual and group work so that all children are helped to work towards the recommended early learning goals. This process enables teachers to check the learning and progress of children from entry onwards and to measure the achievements and development that take place.
51. The school has approached the assessment of the subjects that are not subject to statutory testing sensibly and systematically. In those subjects that have already been a focus for development, assessment strategies and procedures are working well and are proving useful in ensuring that there is good continuity of learning. In some subjects this work is still in the very early stages. Whilst pupils have good knowledge and understanding of some parts of the agreed plan for work, some gaps still need to be addressed. Teachers need to be very diligent in assessing and evaluating all planned and completed work to ensure that pupils have a complete understanding of the recommended programmes of study.

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

### **Strengths**

- *parents have very positive views of the school;*
  - *the information provided by the school is very good;*
  - *annual reports meet statutory requirements and are of a high standard;*
  - *the regular two-way communication between parents and class teachers works well in all areas;*
52. Parents hold extremely positive views of the school. This is demonstrated by the fact that the school is over-subscribed. The comments on the parent's questionnaire were extremely positive and parents who attended the pre-inspection meeting were very supportive of the school. A very high proportion of the parents who responded to the pre-inspection questionnaire said their children like school and make good progress; they consider that teaching at the school is good and that the school has high expectations of children. Parents are pleased that pupils' behaviour is good and that the school helps children to become mature and responsible. They are comfortable about approaching the school with questions or problems. They are also pleased about the information they receive about their children's progress. The inspection findings confirm all these views.

53. The positive links that the school has with parents and their effectiveness in the school are good. Parents are warmly welcomed into the school and some mothers and grandmothers help the school in a number of ways. They help with reading, examining reading books for suitability for school use, helping with the hair hygiene project and accompanying pupils on an interesting range of school visits.
54. The quality of information provided by the school about pupils' progress is very good. The school provides extremely clear, well-written reports, which give precise and concise information about pupils' progress, target setting and a good explanation of pupils' grades. In addition, the school provides interim reports half way through the year giving grades so that parents can track pupils' progress.
55. The school brochure is parent friendly and gives full information about the various school policies and the aims and mission statement of the school. In addition, weekly Newsletters are produced, which contain articles by the headteacher, the school principal and the permanently appointed Rabbi which give full information about events and activities being promoted by the school, as well as an explanation of the weekly Torah (Law reading).
56. There is an active BYMA, (Beis Yaakov Mothers Association) which raises small amounts of money for school use. The members of this group often volunteer to help on school outings, escorting pupils on buses and arranging extra-curricular activities such as festive meals. Their work is much appreciated by the school.
57. In this new school, as yet there has not been an Annual Report from the governing body but a date has been agreed for the production of the report and for the annual general meeting. The school holds a number of consultation evenings each year where parents have an opportunity to come into school to discuss their children's progress. There are consultation evenings in the autumn term and an open evening is held for the whole school in the spring term. In addition, each child's report carries a letter inviting parents to come into school to review what has been achieved over the year. Parents are consulted at each open evening and asked to give their views on how they feel communications with the school could improve even further. Parents at the meeting, and those who spoke with team members during the inspection indicated that the school was more than willing to provide information about how pupils were learning and progressing in school informally on many other occasions. The school telephones parents immediately if there are any concerns regarding pupils' progress or if the school wishes to praise pupils in a particular way. These arrangements are much appreciated by parents.
58. The school has good arrangements for the admission of pupils and the transfer of pupils to the next stage of their education. Parents and children prior to their entry into the Reception classes are invited to come into school for a "taster" day and are encouraged to stay on with their child until she is comfortable with the routines. These arrangements enable children to settle comfortably into school and to make a good start. Parents are given full information about receiving secondary schools and the various opportunities available to them.
59. The school keeps parents of pupils with special educational needs well informed about the reviews of their children's IEP's. They are invited to review meetings each term and contribute to more formal annual reviews.
60. Parents are invited to sign the home-school agreement and are fully aware of the high standard of behaviour expected by the school of their children, and of the high moral values that the school holds. The extremely strong partnership that the school has with parents and the very good information provided by the school regarding their children' progress, are very important factors in promoting effective learning and progress.

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

### ***Leadership strengths:***

- *the headteacher, the assistant headteacher and the chair of governors have a strong partnership and a clear vision for the future development of the school.*
- *the subject co-ordinators provide good leadership for colleagues in all subjects, but particularly in English, mathematics and science, as well as for assessment and special educational needs;*
- *with the headteacher, the governing body and the key staff lead the school very effectively.*

**Management strengths:**

- *the school has strong and positive strategies in place to evaluate strengths and areas for development;*
- *the plans for strategic management and shorter term development are clear, dynamic and are very well-structured;*
- *the budget is managed very well and governors are very astute when evaluating best value in all of their decision making;*
- *the teaching and support staff are suitably qualified, they offer different levels of experience and they are instrumental in helping the school towards achieving its aims;*
- *the management and use of assessment systems are good.*

**Areas for development:**

- *the accommodation is unsatisfactory for its purpose. It presents difficulties for class teaching and creates a need for additional staff;*
- *the limited space outdoors for developing the physical skills of children, especially in the Foundation Stage, as set out in the school development plan;*
- *the skills and understanding of all new staff about the requirements and rigour of the National Curriculum.*

61. A range of useful strategies has been put in place since the new school was established in September 2001. These have resulted in there being very strong leadership and management across the school.
62. The headteacher, together with the assistant headteacher, the subject co-ordinators and the chair of the governing body, have a clear, shared purpose and a very strong and dynamic vision for the future development of the school. Their strong and purposeful leadership has enabled the school to establish a long-term structured programme of work aimed at overseeing the developing school and rectifying those areas that they have identified for improvement. They have a shared understanding of the strengths of the school and are providing effective guidance where action is still required. The high standards attained by pupils of all ages and prior attainment in English, mathematics and science are evidence of their commitment to working towards excellence.
63. The governors' committee structure works well and, together with the subject leaders and the senior management team, provides a clear and positive educational direction for the school. The school development plan and the longer-term strategic management plan, drawn up in consultation with staff and governors, are useful documents that list priorities, track improvements and identify areas for future development. Together they present a clearly defined programme for sustained development and include review dates that demonstrate success criteria and also regular monitoring of progress made and reflection as to the next step forward. The governing body provides informed support and is meeting its statutory requirements very well. Governors are alert to the strengths and weaknesses of the school and understand the issues concerning target setting and their individual and collective responsibilities in these aspects. The designated governors have attended appropriate training and play active roles in supporting pupils with special educational needs and monitor provision for literacy and numeracy.
64. The school's arrangements for financial management and control are good. The school's newly appointed office manager and the headteacher work well with the budget officer from the local authority to ensure that the budget is tightly controlled so that the requirements of the governing body are met. The finance committee's considerable experience and expertise ensure that the



school seeks to secure the very best value that it can in its use of learning resources, the accommodation and personnel. To this end the governors have helped to establish a self-financing crèche within the building, so that those teachers who are mothers of young babies can teach in the school, secure that their children are being well cared for. The chair and members of the finance committee are particularly well-informed and fully understand the financial implications of school management. These governors have a clear and detailed understanding of the principles of 'best value'.

65. The quality of the National Curriculum provision is now established within the new school's arrangements for development. The headteacher, the assistant headteacher and the curriculum leaders have worked to establish a balanced programme of work that is complemented by the work in the religious curriculum of the school. The provision for pupils with special educational needs is good and is very well led and managed by the co-ordinator who has a very clear vision of her role. She monitors planning to ensure that the needs of pupils are being met. Liaison between the co-ordinator, class teachers, support assistants and external agencies is good. There is effective organisation and implementation of the identification, support and monitoring procedures. The governing body is kept very well informed. The governor with responsibility for special educational needs takes his role very seriously. The school and governing body ensure that all funds allocated for special educational needs, including additional funding from within the school budget, and special donations from the community are spent as specified. For anyone with physical difficulties, who may find steps a problem, there is access to some parts of the school by means of a small lift. Despite this, access to the classrooms on the middle floor is difficult. Classroom assistants provide good support for pupils and for teachers. These skilled classroom assistants are an integral part of the teaching and learning support team.
66. The school uses assessment information effectively to set targets aimed at improving future performance for groups and individuals. The targets agreed by the school for pupils' performance in the statutory tests in the current year are challenging but are considered to be achievable. The action plans for the academic years 2003 to 2005 are relevant to the pupils' needs in all subjects and are reviewed each term. The apparent deficit in the money carried over from last year was as a result of accounting procedures when it separated from another establishment and has been resolved.
67. Whilst the school in its present form is new, the accommodation is not and is unsatisfactory for the needs of the National Curriculum, the staff and the pupils. Whilst the refurbished library and computer suites are very spacious and attractive the rest of the classrooms are cramped. This makes practical and investigational work in science, art and design and design and technology very difficult. Intended links with other subjects using information and communication technology in all lessons is dependent on pupils being moved to the computer suites during lessons and wastes time. There is no field and the space for outdoor recreational and sporting activities is very limited. Resources for teaching the curriculum are at least adequate and are of good quality. In some subjects however, such as in history and geography, teachers have identified the need for additional resources so that the revised curriculum will be fully implemented in the coming months. Funding for these resources has been identified in the school development plan.
68. The small classrooms mean that teaching for some subjects has to be in sets rather than class groups. This means that additional teachers are needed from time to time in order to ensure the full entitlement of all pupils to every aspect of the curriculum. These additional staff members are mostly employed on a part-time basis for specific subjects and they are used sensibly to augment and support the work of the full-time teachers. In this very popular and over-subscribed school, teaching space is at a premium. The governors have very ambitious and expensive plans to upgrade the interior of the building or to investigate the possibilities and practicalities of a new building so that, eventually, enhanced facilities will enable better provision. The school has applied for capital grant aid for this work and is determined that improvements will take place in the near future. Governors believe that they have found a new site on which to establish a school building that meets their visionary plans for the future of the school. The governors are confident that the community, that places so much importance in the school, will raise the large amount of funds that will be necessary as its own share of the renewal process.

69. The commitment and clear-sightedness of the headteacher and the chair of governors, who work very closely together, has meant that the school has made very good progress in establishing itself as a separate new school. Very secure systems for moving the school forward have been established. The school is in a good position to improve further. Pupils attain above average standards in the core subjects; there is substantial evidence of good and very good teaching and of very good attitudes and relationships between all of the people involved in the school. Pupils' behaviour is good. Therefore when these positive factors are set against the unsatisfactory accommodation, taking into consideration the available financial resources, with the procedures already set in place to remedy identified areas for improvement, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards and to make further improvements the headteacher, governors and staff should:

- (1) liaise with the appropriate authorities in order to seek all possible ways of improving the accommodation as described in the plans prepared by the governors in order to :
  - (a) provide enhanced facilities, including secure outdoor play facilities for children in the Foundation Stage so that all of their learning, particularly their physical development, can be extended as set out in the school development plan.

Paragraphs: 75, 76, 78.

- (b) improve classroom and teaching facilities to enable full class teaching in subjects such as mathematics, science, art and design, design and technology and physical education that enables pupils to better develop their skills through practical experimental activities and investigations.

Paragraphs: 3, 20, 67, 68, 100.

- (2) extend the present successful strategies for monitoring and evaluation of teachers' planning and teaching in the subjects that have already been prioritised, and to cover those subjects that are still in need of review and improvement, as described in the relevant action plans within the school development plan.

Paragraphs: 30, 101, 107, 111, 115, 126.

- (3) formalise and implement the present strategies and procedures for monitoring attendance and for the regular review and reporting of all health and safety issues.

Paragraphs: 38, 42.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	26	27	15	2	0	0
Percentage	9	34	35	19.5	2.5	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 percentage point.

### 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)	0	377
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	1.2

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	0	56	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	51	55	53
	Total	51	55	53
Percentage of pupils at NC level 2 or above	School	91 (n/a)	98 (n/a)	95 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	45	45	50
	Total	45	45	50
Percentage of pupils at NC level 2 or above	School	80 (n/a)	75 (n/a)	89 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	0	58	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	56	51	57
	Total	56	51	57
Percentage of pupils at NC level 4 or above	School	97 (n/a)	88 (n/a)	98 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	57	53	55
	Total	57	53	55
Percentage of pupils at NC level 4 or above	School	98 (n/a)	91 (n/a)	95 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

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

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
326	0	0
0	0	0
37	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0
6	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)	13
Number of pupils per qualified teacher	19.6
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	32
Total aggregate hours worked per week	633

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0

### ***Financial information***

Financial year	2001/02
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	<b>£</b>
Total income	592786
Total expenditure	636332
Expenditure per pupil	1692
Balance brought forward from previous year	30837
Balance carried forward to next year	-12709

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.7
Number of teachers appointed to the school during the last two years	44.8

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	377
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	74	24	0	0	1
Behaviour in the school is good.	56	28	1	0	5
My child gets the right amount of work to do at home.	40	54	4	0	1
The teaching is good.	65	33	0	0	1
I am kept well informed about how my child is getting on.	31	50	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	19	1	0	3
The school expects my child to work hard and achieve his or her best.	77	21	1	0	1
The school works closely with parents.	37	50	8	1	4
The school is well led and managed.	76	19	3	0	3
The school is helping my child become mature and responsible.	68	26	1	0	5
The school provides an interesting range of activities outside lessons.	24	38	17	3	18

## **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**

71. There is satisfactory provision for children in the Foundation Stage. There is no nursery but many of the children have attended a private nursery, sponsored by the governors, that shares the school campus. The links for planning and training between the nursery and the school staffs are very effective and are beginning to have a positive effect on children's attainment. Children join the Reception classes in the September of the school year in which they will be five. The assessment procedures undertaken in the autumn term, soon after entry to the school, indicate that whilst the spread of attainment levels is wide the overall attainment on entry is close to that found for most children nationally. Pupils' knowledge and understanding of the world is below that of most children of the same age nationally. The school follows a programme of work that covers the six areas of learning leading to the officially recommended early learning goals. As children achieve the expected levels for pupils at the age of five, teachers begin to introduce elements of the National Curriculum into the work planned for the class. This more formal work is introduced in a gradual way as individuals and groups are identified. This is accomplished in both classes through a balanced programme of structured activities. In the work planned towards the recommended early learning goals care is taken to ensure that formal work is not introduced too early. Alongside this work pupils experience a planned programme of work to learn about their Jewish traditions and they begin to recognise symbols and letter patterns in Hebrew as well as in English. A separate inspection team observed the Kodesh curriculum.

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

72. Evidence from looking at pupils in Year 1 indicates that attainment in personal, social and emotional development for the majority of children is about average by the age of five, with the children mixing and socialising successfully. On entry, many of the children have already had some experiences in the linked nursery or within the community and are able to work together well. They share resources and are beginning to learn and understand the need to take turns and listen to each other. Children were observed working together well. They behave well when working and playing, and most are able to concentrate and persevere with their learning during activity sessions. Lessons in personal, social and emotional education enabled pupils to learn about waiting for others to finish speaking and listening to their views. The teachers and nursery nurses, with the staff from the Jewish faculty, create a supportive atmosphere where each child feels they are special. There are high expectations of behaviour and the children are eager to please.

#### **Communication, Language and Literacy**

73. The children's attainment in this area is about average on entry and most have reached the expected early learning goal by the age of five. This is in part due to the additional time devoted to speaking and listening in the Kodesh lessons. They become increasingly confident, and respond well to the teacher's and nursery nurse's questions. In lessons they are encouraged to develop their vocabulary and listen carefully. The children enjoy books and take pleasure handling them and talking about the pictures. They take great care of them. The youngest children are able to talk about the book they are reading, and those who are more confident are starting to predict what might happen. The children are beginning to recognise initial phonic sounds and a few key words. Many of the children can write their name and a few are beginning to write and spell some known words correctly in both English and Hebrew. As evidenced by the scrutiny of the work of pupils in Year 1, by the end of the Foundation Stage, most children are able to write short sentences with an acceptable level of accuracy. The writing of most children is well formed and legible but one or two still have difficulty forming letters and tend to scribble. Teachers are confident that the pattern of learning in two languages causes virtually no confusion for the children who view each strand as just another experience. There is strong evidence that those who are most confident in one pattern of writing and speaking are equally secure in the other.

Those children who take longer to achieve the expected goal develop at a pace equal to their peers as they move into the National Curriculum.

### **Mathematical development**

74. As seen in the retained examples of moderated work and the observed work of pupils who have just started Year 1, by the age of five the children's attainment in this area of the curriculum is as expected and their progress has been good. Children recognise numbers to five and can sequence them correctly. They are also able to understand 'more' or 'less than' when counting to 10. They accurately name two-dimensional shapes such as 'circle', 'square', 'rectangle' and 'triangle'. These shapes are used successfully to create interesting pictures. Work scrutiny of older pupils in Year 1 who started in the Reception classes shows that by the end of the year a few children are able to count in pairs and perform simple addition and subtraction sums up to 10. They have experience of using appropriate vocabulary such as 'taller', 'shorter', 'lighter', and 'heavier'. They support this work using computers. The children enjoy working and playing together and readily join in the class sessions. They share resources and like to help each other. They are interested in talking about their work and make good progress. During the inspection children showed how they count in ones and twos and demonstrated some of the number rhymes that they know. These involve counting games and they practise how to count backwards from five or ten.

### **Knowledge and Understanding of the World**

75. Although they have made satisfactory progress, the children's attainment at the age of five in this area is still below average. They understand about which objects will float and which will sink, gaining scientific knowledge through water play. They know that wet sand will build and dry sand is good for pouring. Displays on the walls illustrate the fact that the children have been working to develop their knowledge of their senses. Printing and text demonstrate the work they have done to experiment with tastes and textures. The range of activities available for the children gives them satisfactory opportunities to learn but the cramped space limits the scope for teachers. The children are interested in the activities that are prepared for them. Their imaginative play links experiences in counting and literacy well. Children are developing ideas about times past and know about the old traditional games that their parents and grandparents played when they were children. When preparing for Chanukah they made and played some of these games. Children enjoy using computers in the classroom to paint and to label their work as well as for games involving colours, words, shapes and numbers. During the year children visit the country park in Hertfordshire and watch animals in their natural habitat.

### **Physical Development**

76. The children's attainment in fine motor control in this area of learning is in line with that found in most classes for children at the end of the Foundation Stage. They are able to use scissors and cut carefully around shapes. Most hold a pencil correctly and are beginning to have good control. Many of the children are able to write their own name with a high level of accuracy but a few still have difficulty even when copying. In play in the school hall and in the playground, they are able to run around with care and find spaces without bumping into each other. When joining in a movement lesson in the hall, children follow the music and work well as individuals dancing to their own imaginative thoughts and as part of a group following the teacher's directions. Outdoor activities using tricycles and trucks enables them to experience jumping, peddling and running but such activities are only made possible through very close collaboration with the nursery. There is only a tiny amount of space for climbing and balancing for the children, which is shared with other classes at different times of the day. They have use of the shared playground and enjoy some time in the school hall but there is no separate designated playing space outside into which they can move freely throughout the day. This lack of provision means that teachers have to plan their activities around other people's use of the available space rather than by making full provision for the day-to-day needs of the children. The provision is carefully planned but overall is unsatisfactory to ensure good opportunities for the overall physical development for so many young children.



## **Creative Development**

77. By the end of the Foundation Stage, the children's attainment in this area is average. They rise to the challenge of making puppets in a creative session, and particularly enjoy demonstrating how they work during role-play session. They readily use shapes to make pictures and have made interesting models using empty tubes and cartons. Children play to a beat using percussion instruments, some made by themselves, and know when to join in as part of a band. When singing the marching song of the Maccabees and playing in time to recorded music children were delighted with the sounds they made and clapped and marched to the beat of the drum very well. The children enjoy the creative activities and are totally enthralled when working in the play areas using dough or working at the paint easel. They are exposed to music making and singing every day as part of the Kodesh curriculum and before and after meals. Children in both classes derive great pleasure from live music played by their friends and from recorded music.
78. Since the recommendations about constant availability of outdoor facilities have been revised the school has devised plans to provide enhanced facilities for the children. The school has access to a very small play areas that does not fully meet current recommendations and by arrangement children use the space and equipment in the linked private nursery as well as having designated time in the school hall. The school recognises that as the intended review of the school's accommodation is undertaken the provision of a specifically designated area must be made. Children use the computer as part of each day's activities although some still need help to select from the available programs. Printing their completed work has been a quickly learned process for many children but some still require help from teachers and learning assistants at this stage of the school year. The ease with which pupils in Year 1 manage their learning using the computer indicates that the work in the Foundation Stage is suitably matched to children's needs.

## **The quality of teaching**

79. Teaching is never less than satisfactory and is mostly good across the six areas of learning. Teachers plan their work with the staff of the nursery and there is an increasing understanding of the revised curriculum and the needs of young children and how they learn. One class has been taught by a supply teacher whilst the class teacher has been on maternity leave and some changes that are still at the planning stage will not be implemented until the class teacher's return next term. Teaching to promote children's personal development is good. The work planned is organised effectively and the staff arrange a practical range of opportunities for children to extend their experiences and develop ways of learning through play. This helps children to build effective relationships with one another and with adults from both the secular and the Kodesh faculties. The quality of teaching is good in mathematics and English, where well-planned lessons show a clear understanding of the early learning goals. The activities planned to support the selected topics ensures that the children have suitable experiences and are helped to develop their understanding of the world around them. There is a suitable selection of activities provided to enable children to develop aspects of their creative development that match their needs and abilities. Throughout the day the range of available learning opportunities is varied and children are able to choose between paints, construction toys, dough and other media and to enjoy music of all types. In physical activities, the staff use good movements and shapes demonstrated by some children to show others how they might improve their own performance. Pupils with special educational needs who are taught alongside their classmates make equally good progress.

## **ENGLISH**

80. Inspection evidence indicates that standards of attainment in English are on course to be above those expected nationally for pupils in Year 2 and well above national expectations for pupils by the end of Year 6. In the 2002 national tests, the vast majority of pupils in Year 6 achieved Level 4, the expected level for pupils of this age and an average number attained the higher level, Level

5. These results are well above the national average. Standards overall are well above average and are consistently high because:
- *the results of national and optional tests are analysed in detail to identify and remedy any gaps in teaching and learning;*
  - *teachers have very good knowledge and understanding of the National Literacy Strategy and how to deliver this very efficiently with good support from the literacy co-ordinator and teaching assistants;*
  - *lessons are planned very well to include challenging work that builds on pupils' prior attainment;*
  - *the literacy co-ordinator is very effective in modelling lessons, particularly in shared and guided reading and writing, which improves the quality of teaching and learning throughout the school.*
81. As a result, all pupils, including those with special educational needs, achieve very well, making rapid progress through Years 1 and 2 and maintaining this progress in Years 3 to 5 and accelerating again in Year 6.
82. Teaching and learning in literacy lessons are very good overall. The quality of teaching in Years 1 and 2 is never less than satisfactory with examples of good and very good teaching in half of the lessons seen. The teaching of older pupils is very good with over a quarter of the lessons observed being judged to be excellent.
83. Pupils have good speaking and listening skills. These are developed very effectively during lessons by the good quality of questioning by teachers. These skills are also developed and extended very well in the Kodesh curriculum when reading and translating text from Hebrew. In Year 2, pupils are able to explain clearly, and in very precise language, instructions such as how to cross the road safely. The good quality of their responses is a direct result of the teacher's humorous and open questioning. Pupils listen attentively when discussing work in small groups or when listening to pupils talking or reading to the whole class. In a Year 3 poetry lesson, pupils were very attentive as one of them read, "*I saw a rainbow sky reflected on a shimmering lake .....*" Teachers take every opportunity to encourage pupils to achieve high levels of competence and confidence when speaking. For example, the very good reading and discussion activities, based on newspaper cuttings produced by teachers of pupils in Year 6, provided excellent opportunities for pupils to express eloquently their feelings and opinions on the recent terrorist attacks in Moscow. Pupils in Year 6 demonstrated good powers of concentration as they listened intently to a visiting drama company performing a Shakespeare play. Pupils make very good use of their speaking and listening skills in other subjects. In a Year 5 music lesson, one pupil was able to give excellent instructions to her group so that one member held up the score and maintained a steady pulse, one pointed to the symbols whilst the remainder performed a difficult rhythmic pattern.
84. The teaching of reading had been a matter of concern within the school as standards had not been as high as in writing. Good analysis of the Qualifications, Curriculum and Assessment (QCA) authority's optional tests and action taken to remedy the problem have resulted in reading standards improving rapidly over the past year. This has been achieved by such action as the co-ordinator conducting model lessons in guided and shared reading sessions and the setting of challenging targets for each pupil. Many pupils do not experience a wide range of reading material in their lives outside school and, to balance this, the school has provided many new reading resources in recent months. Books have been purchased and the principal of the Kodesh faculty and a supportive group of parents have vetted them and decided which are suitable for use in an Orthodox Jewish School. By the end of Year 2, standards are now above what is expected nationally and by the end of Year 6, standards of achievement are well above national expectations and well above those in most schools nationally.
85. Reading is taught very well throughout the school. Pupils read to teachers and teaching assistants on a regular basis, both individually and in guided and shared reading sessions within literacy lessons. This, together with pupils' reading diaries, which encourage reading at home, has had a positive impact on reading standards. The teaching of phonics is helping pupils to read

unfamiliar vocabulary. A Year 2 pupil was able to use her knowledge of phonics very well to build up the words “Kevin” and “assembly”. When reviewing a collection of poems, pupils in Year 5 classes can discuss the common rules of poetry and read poems confidently using good phrasing to maintain the interest of the listener. In an excellent literacy lesson in Year 6, pupils read newspaper articles very well and were able to demonstrate a good level of understanding of the text. With excellent prompting from the teacher, pupils successfully identified examples of idiomatic expression in the articles. Pupils have very good attitudes to reading. They enjoy reading and are very keen to read their stories and poems to the whole class.

86. Very effective teaching has enabled pupils to achieve standards in writing that are well above national expectations. Teachers expect a great deal from their pupils and pupils respond very well to the high level of challenge. Pupils concentrate very well when working on writing activities and they are keen to complete work at home. Pupils in Year 6 write interesting, extended stories employing chapters, paragraphs and the effective use of direct speech. In their diary writing, Year 6 pupils grasp the interest of the reader by beginning their entries with such emotive writing as, *“It’s just awful! ....”*. They also make good use of the parenthetic comma as in diary writing about Samuel Pepys, *“Stupid man, that baker, leaving his oven on all night stoked up when he has a thatched roof.”* The teachers’ very effective planning sheets help pupils to produce writing of a high quality. The sheets provide excellent structure for pupils to analyse newspaper articles and identify the nature of headlines, the layout of text and pictures, the effectiveness of language and the use of the passive voice. In Year 2, pupils write neat sentences using capital letters and full stops. Some pupils are beginning to use commas in their writing and one pupil wrote, *“Then, when nobody noticed, the baby got lost”*. Pupils in Year 1 enjoy writing about *“Out in the Playground”*. They write clear, simple sentences such as, *“I like to ride my bike”, “I play with my friends.”* and, *“I like playing Scoobie.”* which is a favourite playground game this term.
87. Effective use is made of pupils’ writing skills in other subjects. Pupils enjoy using computers and they use information and communication technology to great effect when word-processing. They present their writing very well in this format to explain that all exercise books in Germany were changed once Hitler took control of the country. There is a strong link with literacy and religious education. Pupils in Year 5 develop their speaking and listening skills very well as they listen attentively for word endings that translate from Hebrew.
88. The subject is led and managed very well. The co-ordinator assists with, and monitors, planning. She provides invaluable support when working alongside colleagues in literacy lessons and improves the quality of teaching and learning by giving model lessons on areas of the subject outlined for improvement in her literacy action. Very good use is made of the results of QCA optional tests. The analysis of scores and action taken as a result of the assessments has already raised standards in specific year groups and in reading throughout the school.

## **MATHEMATICS**

89. Inspection evidence indicates that standards of attainment are on course to be above those expected nationally at the end of Year 2 and to be well above national expectations by the end of Year 6. This matches the standards attained in the most recent statutory tests in 2002 that showed pupils’ attainment at the end of Year 2 to be above the national average and above average in comparison with similar schools. At the end of Year 6 results indicated that standards are well above the national average and were outstanding and in the top five per cent when compared with similar schools. As a new school there is no long-term pattern with which to compare progress. The high standards being achieved are due to:
- *pupils being taught in sets or groups matched to prior attainment;*
  - *very effective teaching reflecting high expectations of what pupils are capable of achieving;*
  - *very positive pupil attitudes and a strong desire to learn;*
  - *consistently effective and regular assessment and the tracking of pupils’ progress;*
  - *effective analysis of results leading to identification of areas for development;*
  - *knowledgeable, thorough and effective co-ordination of subject.*

90. By the end of Year 2, the majority of pupils show a good understanding of bonding numbers up to 20 and calculating totals. They are confident when working out change from a given amount of money up to a £1. Younger pupils have started to solve simple problems involving time, selecting different ways and readily explaining how the problem was solved. By the end of Year 6, those pupils capable of higher attainment, particularly those in the extension group, demonstrate a very good understanding of the conventions of co-ordinates in plotting and in reading them on graphs. Other pupils, including those having special educational needs and those learning English as an additional language, change improper fractions to mixed numbers showing their recognition of the equivalence of simple fractions. Pupils' mental calculation strategies are being well developed throughout the school, as is their mathematical vocabulary.
91. The quality of teaching is predominantly good; it is never less than satisfactory across the school. In classes for pupils in Years 1 and 2 it is mostly good. For pupils in Year 5 it is mostly very good and teaching is excellent in classes in Year 6. Teaching is generally characterised by good subject knowledge, effective planning, demonstration and questioning. In a few lessons the match of activities to the needs and prior attainment of some pupils requires further attention. Where the teaching was judged to be excellent it was exemplified by high expectation, high challenge, very effective organisation, and skilled and sensitive management. These qualities ensured that pupils in Year 6 made many practical and useful contributions and participated fully in the learning process. This high quality teaching has a very positive impact on pupils' learning, as was observed in many lessons. In one very effective lesson one teacher used real fruit to demonstrate the concept of fractions and this practical work led to the gradual development of understanding on the part of a group of lower attaining pupils. By the end of the lesson they understood that half of a quarter is an eighth and that four/eighths is the same as five/ tenths. This ensured very good learning and resulted in an enthusiastic response from pupils in problem solving activities. Practical investigational work, to enable the consolidation of skills relating to the four operations of arithmetic was seen to work well in Years 3 and 4, and work to extend pupils' knowledge of the properties of two and three dimensional shapes in Year 5 was very effective. Pupils' good behaviour and high levels of motivation and collaboration enable them to make good and sometimes very good progress in lessons. Over time pupils' understanding and ability to use mathematical concepts and skills reaches a very good level. Pupils demonstrate tremendous enthusiasm about mathematical activities, especially when there are opportunities for practical and investigational experiences. They are confident when using their knowledge in other subjects such as design and technology and science. They consider themselves to be mathematicians and are always eager to explore new ways of exploiting and demonstrating their skills.
92. The provision for mathematics across the curriculum is well organised. The National Numeracy Strategy is well established; although in one or two lessons teachers do not always allow sufficient time to make the best use of the plenary session at the end. In Year 2 classes teachers are looking to extend opportunities of sharing what has been learned by one group of pupils with others. Pupils are becoming increasingly skilled in their use of mental calculation but some lower attainers still need more practise and teachers are encouraging them to increase their speed now that they have mastered the basic skills. Teaching in groups of pupils with matched prior attainment is having a very positive impact on pupils' attainment and progress. Regular homework makes a good contribution to pupils' learning.
93. Good assessment procedures are in place and effective tracking systems enable teachers to monitor pupils' progress in groups or as individuals very successfully. This means that they are provided with additional support or increased challenge as is required whilst they move through the planned programme of work. The subject leader manages the subject well and resources are good. The difficulties created by very small classrooms mean that linked work using information and communication technology in mathematics has to take place in the computer suites at other times and is not part of the regular mathematics lessons. Teachers and governors are aware that this is an aspect of linked work that needs to be addressed. The school is constantly seeking ways of improving this area of its work and since the establishment of the new school teachers have become aware of the need to refine their strategies for the analysis of skills and



competencies in classes for younger pupils. The subject leader has also identified new areas for development including increased opportunities for problem solving with particular reference to written methods in Years 3 to 5.

## SCIENCE

94. Inspection evidence indicates that overall standards of attainment in science are above those attained by schools nationally and are on course to achieve the well above average levels attained in statutory tests in 2002. In the 2002 teachers' assessments the percentage of 7 year olds attaining the expected Level 2 in science was slightly below the national average. The percentage of pupils assessed as attaining the higher Level 3, though, was well above the national average. By the end of Year 6, the 2002 results show that the percentage of pupils attaining the expected Level 4 is well above the national average. Attainment at the higher Level 5 is also well above that in most schools nationally. The school achieves these well above average standards because:
- *teaching is usually good or very good;*
  - *the school's planning for and assessment of the subject is good and covers all the requirements of the National Curriculum;*
  - *teachers are placing a good emphasis on developing investigative and experimental skills in science;*
  - *the pupils enjoy their science lessons and work well together.*
95. Pupils achieve well in science as they progress through the school. Pupils with special educational needs are encouraged to take a full and active part in lessons because teachers are aware of their needs and, when available, good support is given by the teaching assistants. For example, during a Year 6 lesson on studying how solids dissolve, the presence and support of a teaching assistant meant that all pupils were successful in meeting the aims of the practical activity.
96. By the end of Year 2, pupils have a good knowledge and understanding about life processes, materials and physical processes and are developing practical skills in investigative science. They can label various parts of the human body and know the benefits and dangers of drug abuse. They understand about the importance of a healthy diet and know that "pulling" and "pushing" are examples of forces.
97. Pupils in Year 1 can identify sources of light and know the importance of light in enabling humans to see. They also know and can label parts of the human body like 'arm', 'leg', 'elbow' and 'foot'. They have a developing understanding of their five senses of 'sight', 'touch', 'taste', 'smell' and 'hearing'. During one very good lesson in Year 1, for example, the teacher took the pupils to a darkened room. Whilst there, the pupils realised that when it was dark the other senses could be used to help find and identify things.
98. By the end of Year 6, pupils have developed their scientific knowledge further by revisiting some of these subjects. For example, their knowledge of how the body works is greater in that their knowledge of healthy lifestyles has increased and they know how organs such as the heart and lungs work. They understand the meanings of terms like 'transparent', 'translucent' and 'opaque'. They know that solids can be dissolved in liquids.
99. The use of scientific investigative skills is improving across the school as this has been identified as a priority for development. Pupils in Year 2 collect, classify and record information from an investigation. By Year 6 pupils have a very good understanding of why fair tests are necessary and know about changing variables. They record their results in a variety of ways including bar charts and line graphs. This work also helps to consolidate skills learnt in mathematics. Pupils draw appropriate conclusions from their work. Displays in the school are being used to good effect to promote this scientific approach and to share good work with others. In Year 5, for example, the teacher has created a good display on the scientific methods used when choosing variables for work in the study of materials. In Year 6, the outcomes of an investigation into filtering are attractively presented on the classroom walls.
100. The teaching of science across the school is never less than satisfactory and is usually good or very good. Lesson planning and structure is good and teachers usually use appropriate scientific vocabulary. The objective of the lesson is normally made clear to the pupils at the start of

lessons and is reviewed at the end to evaluate what has been learned. Generally there is a good match of task to pupils' abilities although the work planned for higher attaining pupils is sometimes not precisely matched to their needs. There is good management of the pupils but, on occasions, the strict control that teachers have on pupils hampers their opportunities to extend their skills of independent learning. Pupils have good attitudes to the subject and work very co-operatively with one another. Despite the cramped conditions in some classrooms teachers ensure that pupils are enabled to undertake investigational science successfully.

101. The subject leader for science ensures that the resources for science are readily available to meet the needs of the planned work. Although she has only recently taken on this role in the school she has enjoyed successful subject leadership experiences in a different subject area. She is currently monitoring planning and completed work including the outcomes of assessments. The science adviser from the local education authority provides good support for her in this role. She has an adequate amount of time allocated by the school to carry out her responsibilities. She uses these resources to good effect and is well placed to ensure that science continues to maintain its high standards.

## **ART AND DESIGN**

102. The overall standards are in line with expectations for pupils at the end of Year 2 but are below national expectations for pupils at the end of Year 6. As the subject is taught as part of a rotating programme with design and technology the arrangement of the school timetables meant that it was only possible to observe two art lesson. Additional evidence was collected through a survey of the samples of work on display and discussions held with teachers and pupils. Younger pupils demonstrate satisfactory powers of observation, accuracy of detail, shape and size in drawing and colouring with different mediums such as pastels, paint and pencil colours. This is a developing strand of work and study since the inauguration of the new school in 2001. Some pleasing work was observed in pencil portraits by pupils in Year 1 and the display of work by pupils in Year 2 about colour wheels and on primary and secondary colours that makes a good link to science. Some of the strengths related to the subject are:
- *the subject's effective links to other areas of the curriculum;*
  - *the interest and willingness of the pupils to work together;*
  - *the new art co-ordinator who is experienced, enthusiastic and keen to raise the profile of art within the school;*
  - *the newly established procedures for supporting monitoring and assessing teaching in the subject;*
  - *success in local competitions in making greeting cards and designing posters.*
103. Evidence indicates that until very recently, for many older pupils over their time in the former school and the new school, pupils have had only a limited range of opportunities to develop their skills. Most pupils including those with special educational needs demonstrate that they have experienced patchy uneven progress through the school. The main weakness are:
- *the limited time that has been devoted to the design element of art;*
  - *the inexperience and lack of subject knowledge of some of the new teachers;*
  - *the limited pattern of assessment and evaluation of teaching skills prior to this academic year.*
104. Lessons in art are incorporated into work within the Jewish faculty and are regularly linked to study within that curriculum. Pupils in these lessons have begun to develop an awareness of the required skills of drawing, painting and collage work but their overall development of skills and knowledge of shape, texture and form are insufficiently developed and there is a lack of three-dimensional art. There is too limited emphasis on the design element of art. Pupils have experienced only limited opportunities to plan, design and make artefacts and images, using a range of modelling materials and applying different approaches to art. Although they have visited some London art galleries they have had few opportunities to paint using a wide range of media in

the style of famous artists, nor have they benefited from studying the work of contemporary artists from a range of traditions or cultures. Pupils are only now beginning to experiment with computer-aided art and design. Pupils are very good at observation and critical evaluation of the work of their friends in physical education and music but this is not the case in this subject. Pupils have not been trained to examine or evaluate their own work, nor have they been guided adequately to review the products of other pupils in order to highlight places for improvement or development. Large-scale creative work in art and design is severely handicapped by the small size of some classrooms where pupils have no room to move and there is no water supply.

105. The quality of teaching ranges from unsatisfactory to good but it is judged to be satisfactory overall. Some of the teachers new to the school have very limited subject knowledge and are unsure of how to extend pupils' experiences. Some are beginning to make good progress however for, in one lesson, pupils in Year 6 reviewed and discussed still life pictures by a range of famous and contemporary artists. They then created their own still life collection and made a number of rapid sketches from different viewpoints selecting from pencils, oil pastels and charcoal as they experimented with their own ideas for 'still life'. Many made mistakes in their observational work as they needed to be reminded to sketch only what they could see rather than what they knew to be contained within the arrangement. Some pupils demonstrate little understanding of the meaning and representation of three-dimensional figures. The subject has had a very low profile and teachers are not used to planning adequately nor preparing effectively to provide suitable challenges for the development of pupils' art skills. Pupils have enjoyed only limited opportunities to extend their abilities to explore their environment through art with imagination and feeling. Where guided with appropriate opportunities for artwork, most pupils show enjoyment, application and involvement. They show pride in their efforts and react well to praise. Where good opportunities have been made available pupils use their skills in drawing and design well as seen in their interpretation of Greek pots that has been used effectively to link work in art and design with a history topic. Pupils' collaborative work on tapestries worked around a theme, for example, 'Apples of Gold', is indicative of pupils' powers of concentration and perseverance and demonstrates their artistic potential.
106. The school has adopted national guidance in the subject and has adapted the programme of work to suit pupils' needs, with the aim of ensuring that the full range of National Curriculum requirements is taught. At the present time, however, some new teachers are still so inexperienced as to the requirements set out for them by the subject leader that they do not achieve in lessons the objectives set out in their lesson plans. Art is suitably linked to other subjects, such as science, history, geography and religious education. Whilst the planning and intentions are clear sometimes the art component in these links is not well focussed and therefore it is not sufficiently well-planned to support the systematic development of the required artistic techniques. There has been a lack of emphasis on the teaching of the 'design' element of the subject because some teachers lack confidence in their own abilities in this part of the subject.
107. The subject leader was appointed only at the start of this school year and she is very well aware of what needs to be accomplished. She has the full support of the governing body and had produced a clear action plan for the structure and implementation of future work. Time has been allocated each week to enable her to support colleagues in their planning and teaching of the subject. This action plan includes the regular monitoring of planning, observation and assessment of teaching and the evaluation and assessment of standards. There are sufficient resources of a good range and quality that are suitably organised for ease of access. The procedures for assessing pupils' progress in art and design skills have been limited and inconsistent over the recent past. The strategies set out in the policy document that have been in place since the start of this term reflect those that have been successful in other subjects but as yet there is too little evidence to make a judgement about what their effect is in art and design.

## **DESIGN AND TECHNOLOGY**

108. Standards attained in design and technology at the end of Year 2 are in line with those normally found nationally. By the end of Year 6, although pupils work hard, attainment is below the expected level. This is because:
- *the planning advice offered by the subject leader is not always implemented effectively by the staff members responsible for teaching the lessons;*
  - *teaching in these lessons is therefore not focussed sufficiently on the requirements of subject as set out in the National Curriculum for design and technology and the agreed scheme of work;*
  - *pupils' acquisition of skills and understanding are therefore not developed systematically.*
109. The school's planning for the subject is based on national guidance. The subject leader ensures that this is made available to the appropriate staff. The use made of this information is inconsistent by some members of staff. They need greater consistency in order to support the teaching and learning of skills in design and technology.
110. When it is implemented pupils are enabled to create designs suited to the declared purpose. For example, pupils in Year 1 successfully used their painting skills and knowledge of mathematics to create attractive designs for wrapping paper. Pupils in classes in Year 3 use pneumatics to create a working model and in Year 4 they design purses of different kinds as part of their preparation for Purim. Pupils in Year 5 explore aspects of food technology in bread-making and linked work about bread products. In creating these products insufficient attention is paid to drawing on what has been learned in previous years and in evaluating and appraising the finished product. Although skills in making are developing well, the process of design has been neglected in the past. Across the school, but particularly in classes for older pupils, within the newly established school, pupils need additional time in order to establish all of the required skills that they need for planning, evaluation and critical review in order to build on each set of required processes.
111. When new teachers still lack the knowledge and understanding of all aspects of the subject, the planning information is not implemented fully and the teaching is then less focussed on the requirements of the National Curriculum for this subject. Consequently opportunities to develop skills and knowledge are lost. More consistent monitoring of teaching and training opportunities for teachers are set out in the school development plan that are aimed at extending the knowledge and skills of these few teachers and remedying the deficiencies of the past.
112. During the inspection, because the subject is taught as part of a rolling programme with art and design, it was only possible to observe lessons in Years 3 and 6. The quality of teaching was satisfactory overall but ranged from good to unsatisfactory. When teaching was unsatisfactory the teacher did not have the correct equipment ready for herself or the pupils to use and no account was taken of the pupils' prior learning. Consequently, the pupils made no progress in their knowledge or their skills. The teaching was also insufficiently focussed on the required design elements of the subject. In other lessons, teachers had good knowledge of the intended work and were well prepared.
113. The subject leader has only been in post since September. She has a very good understanding of what the school needs to do next and is aware of the strengths and areas for development within design and technology and her action plan has been accepted by the senior management of the school and the governing body. She has rightly identified as a priority the training requirements for the staff responsible for teaching design and technology. The action plan for the subject is closely linked to the school's overall development plan and time and funds have been allocated to address the recognised weaknesses. These include support in school and attendance at in-service courses at a suitable college near to the school.

## **GEOGRAPHY and HISTORY**

114. The evidence for judgement on standards for both subjects is gathered from lesson observations, scrutiny and analysis of completed and ongoing work, wall displays and teachers' planning. Discussions were held with staff and pupils from Years 2 and 6 about their work. In geography, at the present time, pupils' standards of attainment are below national expectations for pupils at the end of both Years 2 and Year 6. Pupils are unable to recall what they have studied and there is very little formal written evidence about what they worked on last year. In history, the standards reached are broadly as expected for pupils at the end of Year 2 but whilst pupils are confident about some recent topics their knowledge overall is below the expected level for pupils at the end of Year 6. Some have good understanding about favourite periods but there is little awareness of where these events fit into the overall passage of time. Pupils, including those with special educational needs, and the few speaking English as an additional language, show satisfactory progress in the infant classes, but their overall progress is limited as they move through the school. This is mainly because:
- *the subjects are not taught consistently and, consequently, pupils' knowledge, skills and understanding are limited by the time they leave school;*
  - *the school has only recently adopted the national guidance in the subject;*
  - *whilst there is a long-term overview of topics to guide teachers' planning, until recently the skills in both subjects have not been taught progressively throughout the school;*
  - *when planning, some teachers take insufficient account of different attainment levels and therefore pupils are often given the same work to complete;*
115. These examples of shortfall in these subjects are explained by the school's decision as a new establishment to focus strongly on English, mathematics and science with a view to improving standards in these subjects, while giving less emphasis to other subjects, including history and geography. This approach has resulted in obvious weaknesses in pupils' geographical and historical knowledge and skills particularly in the classes where pupils followed a different programme of work before the establishment of the new school. Although examples of good work can be identified as was seen during the inspection and in the recent work about World War II. In the past, valuable opportunities to extend pupils' thinking have been missed. There has been a lack of systematic teaching, research and evaluation of historical evidence and opportunities to develop pupils' writing through subjects other than English have not been fully exploited.
116. Evidence from the lessons and the scrutiny of teachers' most recent planning shows that teachers are now beginning to cover the required aspects of history and geography much more thoroughly. For example, the study by pupils in Year 6 about the events during World War II has been well organised and has clearly been greatly enjoyed by the pupils. This topic is much enjoyed by pupils and well enhanced with the use of visit to the local airforce museum. Planning based on national advice is clearly beginning to show the ground that is to be covered systematically and thoroughly in both subjects. Both subject co-ordinators are currently working on the order in which knowledge and skills are to be taught, and considering ways of formulating plans for intended work designed to meet the needs of pupils of all attainment levels in both subjects.
117. In geography, pupils in Year 2 are beginning to develop an understanding of what is an island. Most pupils know where they live but have difficulty when asked to identify human and physical features. Pupils have limited experience of map-work and of preparing simple plans. In a lesson in a Year 1 class some pupils were beginning to identify places within the school and to describe a route. Pupils' knowledge and understanding of places closer to home and further afield is limited. Pupils in Year 5 compare schools in London to those in Chembakolli, a village in India. The discussion with pupils revealed their limited knowledge of how either place has changed over time.
118. In history, pupils in Year 2 learn about the Great Fire of London. In a good lesson, they confidently use terms such as 'past' and 'present' and make comparisons of old and new things. By Year 6, pupils have some knowledge of historical periods, such as the Tudor and the Victorian. They have studied Ancient Greece and made some attempts at forming questions for enquiry. Pupils find it hard to make sufficient connections between the different periods studied.

They know the importance of collecting and investigating evidence in learning about past societies; however, their knowledge and understanding of the interpretation of history are not well developed. In one lesson, pupils in a Year 3 class had an opportunity to see someone dressed as a Roman and ask questions about some Roman artefacts. The teacher's skilful approach in this lesson enhanced pupils' learning about the Romans' way of life.

119. The quality of teaching in the lessons observed was mostly good in history and was satisfactory in geography. The strengths in good lessons were demonstrated through skilful management of pupils and through good questioning techniques. In a lesson in Year 4, pupils were carefully led as they compared the life of the Ancient Greeks with the Jewish way of life. Pupils' attitudes to learning history and geography are consistently good. They are interested and keen to share their knowledge and opinions and to develop their range of understanding. They listen attentively to their teachers and they do their best to complete tasks, and work co-operatively in groups and in pairs, offering suggestions and making amendments sensitively. In the lessons observed, pupils worked at a suitable pace, and reacted well to praise and encouragement by the teacher. The teacher used appropriate methods and suitable resources. Teachers' expectations of pupils are generally appropriate and planning takes account of clear objectives for learning. The assessment to inform planning in the subjects is not fully developed but is being modelled on procedures that have proved to be successful in other subjects. The co-ordinators have clear views about what needs to be done to improve the profile and performance of both subjects. They have detailed plans to fully implement the curriculum in order to achieve better depth and range. The subject leaders have identified deficiencies in resources as part of their curriculum audit, and sufficient funds have been allocated to buy what is needed. The present resources are well organised and are readily accessible to staff and pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Pupils' attainment in information and communication technology (ICT), by the end of Years 2 and 6 is in line with national expectations overall. Inspection evidence indicates that, whilst only a minority of pupils in Years 2 and 6 will exceed national expectations, standards in ICT are rising and are likely to continue to rise. This is because:
- *the school is committed to providing its pupils with access to high quality ICT equipment;*
  - *the creation of the new computer suites has enabled whole class teaching in ICT skills;*
  - *the pupils work well together and are willing to share their expertise with one another;*
  - *the teaching staff are willing to share their increasing expertise and skills with each other.*
121. During Years 1 and 2 pupils have opportunities to use a paint programme that allows them to create a drawing and develop their mouse skills. They also develop skills on equipment like cassette players and robotic toys. In Year 1, pupils use buttons to record and play sounds. In Year 2 pupils use robotic toys to create a procedure that involves moving forwards, backwards and turning through a ninety degree angle. In preliminaries to data handling work on the computer, pupils in both Years 1 and 2 collect and graph information on subjects like travel modes to school and the number of members they each have in their families. As some girls have up to 14 siblings these graphs involve the very careful handling of data.
122. In Year 3, pupils use a music programme to select and control sounds. In Year 4, pupils were seen demonstrating their word-processing skills. They confidently open a document in Word and edit it to achieve centralised titles that are underlined and in bold lettering. They know how to use the spell check. Their level of keyboard skills within the new facility is still basic and this means that for some the typing of the work is slow and that the development of these skills is seen as a priority. In Year 5, pupils use a database with confidence and create questions to interrogate the stored information. For example, they can carry out a procedure that allows them to obtain a list of people with blonde hair and blue eyes. In Year 6, pupils use spreadsheets to plot scatter graphs. They select or create formulae to calculate the mean, mode and median. This helps to consolidate their work in mathematics.

123. Due to the timing of the inspection and the way the curriculum is planned it was not possible to observe teaching in the computer suite for Years 1 and 2. All the observed lessons took place in the classroom where children were being prepared for a data handling work or were learning to use cassette recorders. All these lessons were at least satisfactory with three of the four lessons observed being good.
124. The lessons observed in Years 3 to 6 took place in the computer suite. The quality of teaching and learning was good overall but there were examples of very good and excellent teaching. Where teaching was particularly good, as in a Year 6 lesson on generating formulas and a Year 5 lesson on using a database, the teachers showed very good subject knowledge, good planning and good management of the pupils. When teaching was satisfactory, teachers were less confident in using the software and less adept at managing the behaviour of pupils eager to use the equipment. All teaching could be improved by having objectives that specify what the pupils will be able to know, do or understand by the end of the lesson.
125. Teaching staff have had the opportunity to participate in a government funded scheme for training in ICT. This has had an inconsistent impact on teachers' subject knowledge. Teachers are learning from each other, as in Year 5 where the classteachers have an opportunity to work alongside a colleague with more advanced ICT skills.
126. The subject co-ordinator has a dual role of providing subject leadership and technical support. She is effective in both of these roles. She supports staff by monitoring the scheme of work for ICT and encouraging pupils to assess what they have learned in lessons. Resources for ICT are good and the creation of the computer suites is having a positive impact on standards of attainment.

## MUSIC

127. By the end of Years 2 and 6, pupils' standards in music are above national expectations. The school provides many opportunities for music making and all pupils enjoy music lessons and are keen to take part in singing, composing and instrumental performance. These good standards are achieved because:
- *pupils sing together in tune with obvious skill and pleasure;*
  - *they manage a wide range of tuned and untuned instruments carefully and know how to play them properly;*
  - *teaching is consistently good;*
  - *they are skilled, and confident when composing tunes and rhythms;*
  - *they perform confidently before parents and strangers, demonstrating a wide range of musical skills.*
128. The quality of teaching throughout the school was never less than good in all lessons observed and is very good overall. The undoubted skill, expertise and enthusiasm of the subject co-ordinator, who takes all class music lessons in the school, helps raise and maintain high standards in the subject. Pupils' display good vocal skills as they chant enthusiastically during davening and when returning thanks after meals.
129. As a result of good vocal demonstration by the teacher, pupils in Year 1 quickly learn the melody and words of new songs such as "How Do You Feel Today?" The choice of repertoire and skilful teaching of the songs delights the pupils and they soon feel confident to perform the song without accompaniment. In Year 2, the teacher makes very good use of her own voice and the recording of "Pythagoras On Line" to effectively develop pupils' understanding of high, middle and low pitch. This study links very effectively with the science curriculum.
130. In Year 3, the teacher makes good use of pupils by encouraging them to maintain a steady pulse. This is very effective in helping pupils play different rhythmic patterns on percussion instruments - four crotchet beats in a bar on the woodblock, the first and third strong beats of the bar on a



triangle and the first beat of every bar on the lollypop drum. When performing “Baris Gede”, music from Indonesia, pupils in Year 4 listen carefully to determine when the music is played louder and quieter. The very good subject knowledge of the teacher helps pupils develop this learning into a good understanding of the musical terms crescendo and diminuendo. In a Year 5 lesson, different groups of pupils played complicated two-bar rhythm patterns both accurately and with dynamic variation. They worked very hard to overcome any difficulties and in a short period of time co-operated so well that they were able to give a good performance of the music. By the time pupils are in Year 6, they have developed good performance skills. Challenging activities provided by the teacher and very effective assessment of pupils’ level of performance help pupils to perform complicated rhythm patterns from a pictorial score.

131. The subject is well led and managed. In the relatively short time that the co-ordinator has been in post, the provision for music has improved tremendously. She has set out an action plan for the further development of music in the school and aims to improve standards even further. The music co-ordinator has a great deal of musical expertise and many performances are held in the school hall on occasions such as Chanukah and the annual leavers’ service. Pupils’ performances are enhanced by the co-ordinator’s skilful accompaniment on the organ and she composes much of the school’s exciting repertoire.

## PHYSICAL EDUCATION

132. In physical education, pupils of all abilities make good progress across the school. By the end of Years 2 and 6, standards are above those normally expected for pupils of the same age nationally in gymnastics and dance. No games lessons were observed during the week but within the constraints of the small playground pupils play netball and football in the winter and cricket and rounders in the summer. These games develop their ball skills but the opportunities for competition are few. There is no field and pupils use local parks as part of the school’s Sunday classes. Teachers’ records indicate that attainment in swimming meets the expected levels and most pupils attain the recommended 25 metres before leaving school. Although swimming is only offered as an extra- curricular activity, as part of the activities provided on Sundays, many pupils attend ‘ladies only’ classes at local pools with their mothers. Standards are enhanced through the knowledge, skills and good leadership of the co-ordinator. These positive outcomes are because:

- *the specialist teacher is knowledgeable and manages pupils well;*
- *pupils listen carefully to instructions and comply with requests quickly without wasting time;*
- *skills are taught well, and are reinforced systematically; they are assessed and evaluated regularly;*
- *parents support the learning in school during the classes carried out on Sundays.*

133. By the end of Year 2, pupils develop their physical strength by balancing and carefully controlling their movements in a confined space. They demonstrate that they can move safely in different directions and stop quickly on a command from the teacher. Pupils develop confidence, co-operative skills and spatial awareness as they find imaginative ways to move. They skilfully translate their sequence of movements from floor exercises to work on the apparatus. By watching the performance of others, they learn to evaluate what they are doing and improve their own efforts.

134. In Years 3-6, pupils refine and increase the ways in which they can move. They understand how to work together to blend sequences and create elaborate and repeating patterns. Gradually, they develop these sequences to a high standard and perform them well using larger apparatus such as agility tables, benches and mats. They work to create symmetrical balances and spin from one balance to another with grace and agility. Pupils evaluate their own performances by comparing what they do with demonstrations given by other members of the class. Suggestions as to how their friends might improve their performance are sensible and are well thought out. In all classes, pupils have a good understanding of safety and how to move apparatus with care. They appreciate the importance of warming up and cooling down when exercising.

135. Pupils enjoy their lessons. They try hard to achieve and perform well. They are willing to learn from one another and are happy to give demonstrations of their skills. They are conscious of safety when moving around in the hall and on the playground. They realise the importance of listening to and following the teachers' instructions promptly. Whilst all pupils change for the lessons, the pupils who perform best, and achieve the highest standards, are those whose kit exactly matches the requirements set out in the school brochure.
136. The quality of teaching and learning is very good. Lessons are carefully planned and move at a brisk pace, with little time wasted. The specialist teacher has good subject expertise and is totally sure of the requirements of the National Curriculum. When necessary, she gives appropriate demonstrations and handles pupils' responses very effectively. This gives the pupils a clear idea of performance techniques and enables them to improve their skills. Relationships with pupils are very good and lessons provide very good opportunities for pupils to extend their health and fitness. Pupils with special educational needs make equally good progress. An assistant supports some pupils well in lessons and so they are able to share in all of the activities.
137. The co-ordinator has clear objectives for the subject and has developed the curriculum well, with planning based on national guidelines and relevant in-service training. She is very enthusiastic, and takes every opportunity to promote the subject within the school. The school's strong ethos is clearly present in the fair play and team spirit that pupils show in games and outdoor activities. Physical education makes a good contribution to pupils' social and moral development.