

INSPECTION REPORT

Menorah Foundation School

Edgware

LEA area: Barnet

Unique reference number: 131359

Headteacher: Mrs C. Neuberger

Lead inspector: Mrs S.Vale

Dates of inspection: 17th – 19th May 2004

Inspection number: 256894

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 207

School address: Abbots Road
Burnt Oak
Edgware
Postcode: HA8 0QS

Telephone number: 020 8906 9992
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Appropriate authority: Governing Body
Name of chair of governors: Mr A. Perrin

Date of previous inspection: 18/05/1998

CHARACTERISTICS OF THE SCHOOL

The Menorah Foundation School is a Jewish Orthodox primary school. It has very close links to the Jewish Orthodox community in the London borough of Barnet. It is housed in half of a high school building, which has been adapted for the teaching of younger children. There are 207 boys and girls aged four to eleven years on roll, and this is similar to other primary schools found nationally. There are a few children who are thought to be entitled to free school meals. Four per cent have English as an additional language. This is just above the national average. Sixteen percent of children have been identified as having special educational needs which is broadly in line with the national average. The number of pupils with a statement of special educational need is below the national average. The Jewish studies programme accounts for half of the school day and is the reason why the school was first established as an independent school approximately 18 years ago. It gained grant maintained status in 1997 and later became a Foundation School. The school received the Investors in People award in 2003. Attainment on entry is as expected for children aged four, except in speaking and mathematical understanding where it is above. At the time of the inspection, there were five temporary teachers, four of whom started at the school in April 2004 and are not familiar with the education system in this country; they are covering for permanent appointments that will start at the school in September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	Art and design Design and technology English as an additional language Physical education
9007	Mr. R. Salasnik	Lay inspector	
1395	Mrs P. Hoey	Team inspector	English Geography History Foundation Stage
25787	Mr. E. Morris	Team inspector	Mathematics Science Information and communication technology Music

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PART A: SUMMARY OF THE REPORT

Overall evaluation

The Menorah Foundation Primary is a **satisfactory** school with some strong features. Good teaching in Year 4 and Year 6 and curriculum emphasis on English and mathematics is enabling pupils to reach high standards in these subjects in national tests. Taking all the evidence into account, the quality of teaching has been better in the past, than it was during the inspection. Pupils' books, especially in Years 3 to 6 show that their achievements over time are good and they have been taught well. Leadership is good and management, along with governance, is satisfactory. The school gives sound value for money.

The school's main strengths and weaknesses are;

- Standards in English and mathematics have remained high for a number of years in Year 6.
- The strong Jewish ethos has a positive effect on pupils' personal development so that relationships are good.
- Leadership by the headteacher is good.
- The quality of teaching varies significantly. Consistently good teaching in Year 4 and Year 6 maintains high standards and achievement. The Reception class and those classes taught by temporary appointments are not taught as well and this is hindering achievement at the present time.
- The high turnover of staff means that the use of assessment data is also inconsistent. As a result, some teachers do not prepare work that matches pupils' different abilities so that higher attaining pupils are not always challenged enough.
- The monitoring of teaching and learning is rigorous. However, there has not been sufficient time since the start of term to bring about significant improvements in the quality of teaching of the temporary staff.
- Provision for pupils with special educational needs is good so that they achieve well.
- Pupils are cared for well.
- Provision in the Foundation Stage is satisfactory in communication, language and literacy, mathematical development and knowledge and understanding of the world, but there are weaknesses in the other areas of learning.

The school has made satisfactory improvement since the last inspection. Standards in the foundation subjects and information and communication technology have risen and are similar to those found in most schools nationally. The professional development of staff is related more closely to the needs of the school and has resulted in the school gaining the Investors in People Award in 2003. Members of the governing body have extended their role as critical friends and statutory requirements are now met. The budget is linked to priorities identified in the school improvement plan. Progress in developing assessment procedures within the school and in bringing about improvements through monitoring of teaching and learning has been slower because of the high turnover of staff.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	A*	A	A	B
Mathematics	A	A*	A*	A
Science	B	A	C	D

Key: A* - top 5 per cent of schools; A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 6.

Inspection evidence, especially pupils' work, indicates that achievement over time is **good** in Years 3 to 6 and satisfactory in Years 1 and 2. The table shows that Year 6 pupils who left the school in July 2003 reached high standards in English. In mathematics, results were very high, placing the school within the top five per cent in the country. There was a dip in science, but standards remained in line with that expected nationally. National curriculum test results in 2003 for pupils in Year 2 were average in mathematics, above average in reading, and well above in writing. When compared to similar schools, results were above average in writing, average in reading and below average in mathematics. Trends over time show that standards have remained above average for pupils in Year 2, and well above average in English and mathematics.

Attainment on entry is in line with what is expected for children of this age, except in spoken language and mathematics where it is good. Achievement is satisfactory. In the Reception class, children are on course to meet the early learning goals in communication, language and literacy and knowledge and understanding of the world. In mathematical development many will exceed them. However, in creative, physical or personal, social and emotional development few children will meet the early learning goals as provision is unsatisfactory in these areas.

Achievement is hindered in some year groups at the present time because five teachers are temporary appointments. Four of these teachers have only been at the school for four weeks and are not familiar with the education system in this country. In addition, they do not know the pupils well, nor are they familiar enough with the national literacy and numeracy strategies to help pupils achieve at a faster rate. Senior staff have identified the weaknesses in their teaching and are taking determined action to overcome them. However, there has been little time to bring about significant improvements.

The strong Jewish ethos has a positive effect on pupils' personal development and relationships so they are **good**. Pupils' social development is also good. Their spiritual and moral developments are satisfactory. Pupils' knowledge of their own culture is very good, and of other cultures satisfactory. In all year groups pupils have good attitudes to their work. Behaviour is good in assemblies and when pupils move around the school. It is satisfactory in lessons. Attendance and punctuality are also satisfactory.

Quality of education

The quality of education provided by the school is **satisfactory**. Teaching is **satisfactory** overall. It is consistently good in Year 6 but varies from very good to unsatisfactory in the rest of the school. Teaching and learning are good in just over a third of lessons, and sometimes they are very good, particularly in Year 4 and Year 6. Some unsatisfactory teaching was observed in Reception and within lessons taught by some of the temporary staff. The high turnover of staff means the use of assessment data to plan work according to pupils' different abilities is not used consistently. This means that some pupils, particularly those of higher ability are not always challenged sufficiently across the school. Pupils are cared for and supported well. The newly formed social groups initiated by the school to improve behaviour are appreciated by those pupils who attend them. The school's partnership with parents and its links with the community are satisfactory.

Leadership and management

Leadership of the school is **good**. Management is **satisfactory**. The headteacher provides good leadership with a clear focus on raising standards in teaching and learning. She is fully aware, through monitoring of teaching and learning, of the difficulties caused by the number of temporary teachers. Extra help has been placed in their classes. Good levels of training and support have been provided over a very short space of time. This is beginning to have a positive impact, but there is more work to do. The deputy headteacher, who is also the special educational needs co-ordinator, is currently part-time but fulfils her role very well. Other senior managers provide satisfactory support. Management of the school is satisfactory and allows all to get on with their day-

to-day activities. Financial management is good and related well to the needs of the school. The governance of the school is satisfactory and statutory requirements are met.

Parents' and pupils' views of the school

The majority of parents are pleased with the school but a small number expressed concern about the behaviour of some pupils. Some parents also believe there is a lack of information about what goes on in the school, and that their children are not consistently challenged in their learning. Pupils want to come to school and feel valued. They enjoy their lessons and have trust in their teachers.

Improvements needed

The most important things the school should do to improve are;

- Remove the inconsistencies in the quality of teaching.
- Improve the use of assessment data so that all pupils are challenged by their work, especially those of higher ability.
- Improve provision in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English and mathematics have been consistently high over the last four years and remain so in the current Year 6. Achievement in Years 1 and 2 is satisfactory. It is good in Years 3 to 6.

Main strengths and weaknesses

- Pupils in Year 2 reached high standards in the 2003 national tests in reading and writing. In the same year, national test results for pupils in Year 6 were well above the national average in English and very high in mathematics.
- Standards in information and communication technology have improved since the last inspection and are now similar to those found in other schools.
- Pupils achieve well in Years 3 to 6 as they have been taught well over time. Achievement is particularly good in the current Year 6 class.
- Subjects other than English and mathematics are now covered adequately enabling pupils to reach satisfactory standards.
- Despite weaker teaching in the Foundation Stage, children satisfactorily due in part to their Jewish studies lessons.

Commentary

1. National test results in Year 6 in English and mathematics have been very high for a number of years. In 2003, the number of pupils reaching the expected Level 4 or higher than expected, Level 5, was much greater than in many schools. These high standards are a direct result of good teaching over the years and the high level of support pupils receive at home. When compared to similar schools, standards are well above average in mathematics, above in English, but below in science.

2. Standards in national tests in Year 2 in 2003 were average in mathematics, above average in reading and well above in writing when compared to all schools. When compared to similar schools they were above average in writing, average in reading and below average in mathematics. Currently in Year 2, standards are high in English and in mathematics. This shows a good improvement by pupils in Year 2 in mathematics when compared to the previous year's results. Taking all the evidence into account achievement over time is good in Years 3 to 6 and satisfactory in Years 1 and 2.

3. Children in Reception are on course to meet the early learning goals in communication language and literacy, knowledge and understanding of the world, personal, social and emotional development. In mathematics approximately half the class is on course to exceed them. In physical and creative development children are unlikely to meet the early learning goals because provision is not good enough. Attainment on entry is as expected for children of this age except in speaking and mathematics where it is good. They sustain achievement with the help of their parents and the Jewish studies teacher, but their learning is not taken forward at a fast enough rate in the other areas of learning because the quality of teaching is not always good enough.

4. Pupils in Years 1 and 2 acquire a good knowledge and understanding of the skills they need in reading, writing and mathematics. These give the pupils the confidence to read and write well and handle numbers securely. Teaching in Years 3 to 6 builds upon these skills, so that pupils use a variety of strategies to help them with spelling, punctuation and number calculations. Staff turnover, and a high number of temporary teachers who are not familiar with the education system in this country, is hindering achievement in Years 2, 3, and 5. These teachers have only been in the school

a very short time and do not know the pupils well enough to plan work that meets their needs. This means that at the present time, the rate at which pupils across the school make progress varies from class to class. In Year 6, where teaching is consistently good or better, pupils achieve higher standards in their work. These pupils have an eagerness to learn and display mature attitudes that result in high standards.

5. In 2003, the pupils assessed by their teachers in Year 2 and in national tests in Year 6 reached expected levels for their age in science. The recent increased emphasis on investigative work is already having a positive effect, as pupils are becoming real 'scientists' and developing their thinking skills. As a result, standards are rising, pupils are finding the work more enjoyable and relevant so that it is easier to remember factual details.

6. Standards in information and communication technology, criticised during the last inspection, have improved and pupils are now reaching the standards expected nationally. The school has identified information and communication technology as an area ready for further improvement and is determined to drive up pupils' attainments to higher levels. It was not possible to securely judge standards in all other subjects as there was not enough evidence. It is clear from planning, discussions and completed work that pupils are being taught all National Curriculum subjects to a satisfactory depth.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are satisfactory. Pupils' attitudes to the school are good. Behaviour overall is satisfactory, with some unsatisfactory behaviour in lessons where class management is weaker. The provision for pupils' social development is good and for their own cultural tradition very good. Pupils' spiritual and moral developments and their appreciation of cultural traditions other than their own are satisfactory.

Main strengths and weaknesses

- Pupils' interest, and involvement, in school life is very good and they take on class and whole school responsibilities.
- Pupils are very confident and their social behaviour is good. They raise money for charities.
- The behaviour of some pupils in lessons is unsatisfactory.

Commentary

7. Attendance and punctuality are satisfactory. Unauthorised absences are unsatisfactory as they are above the national average, mainly due to families taking extended holidays. The school is aware of the need to monitor and investigate such instances with greater rigour. Several absences are due to parents taking pupils away prior to Jewish festivals, whilst the school remains open so that pupils begin the festivals on a high note.

Attendance in the latest complete reporting year 2003 -2004 (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.7
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Most pupils enjoy coming to school and participating in lessons, outings and extra-curricular activities. They take on responsibilities such as class monitors or membership of the school council and take these roles seriously. In Year 6 pupils take turns to be head and deputy head pupil, and assembly monitors. They also volunteer to be playground friends helping younger pupils. A 'buddy

system' is soon to be introduced, initially linking Years 1 and 5. The school raises large sums of money for a number of Jewish and general charities. In the past year over £3000 was raised, including over £200 at one bring and buy sale organised by Year 6 pupils.

9. Relationships are generally good. According to parents and pupils a few instances of bullying have occurred mainly at break and lunch times. Most, although not all, felt that when such cases are brought to the school's attention they are dealt with quickly. Pupils are very confident and happy to express their views on subjects such as the school and themselves.

10. Behaviour is satisfactory or better in most lessons, around the school and at playtimes. However, in some classes, mainly where there are temporary teachers, it is not always good enough and means teachers spend time trying to manage challenging behaviour. This slows the learning of all. In part, this is due to teachers new to the school having to learn the behaviour management techniques that work best with these pupils. The school has initiated a social skills programme to support pupils with weaker behaviour or who are in need of some emotional support. This is run for a period of several weeks, to help develop skills for appropriate behaviour. The good behaviour rewards and sanctions policies need be applied consistently by all staff. There have been few exclusions in the school reflecting an absence of oppressive or poor behaviour.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	113	1	0
White – any other White background	14	0	0
Any other ethnic group	24	0	0
No ethnic group recorded	56	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. Spirituality is developed satisfactorily through the Jewish studies curriculum, prayers and investigative aspects of science. Pupils' moral development is also satisfactory because they understand right and wrong. However, not all pupils are sufficiently aware of the impact of their behaviour on others.

12. Pupils' social development is good. They integrate well with each other, working and often playing happily together. They participate in sport and cultural competitions with other, mainly Jewish, schools, as many borough events take place on the Sabbath. The development of their own cultural traditions is very good, as shown by displays of their work and in discussions with them. Knowledge and understanding of other cultures is satisfactory and is conveyed mainly through geography, art and design, music and visits to places of interest.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The overall quality of teaching, learning, assessment and the curriculum is satisfactory. Links with parents, the community and other schools are satisfactory. The care and welfare of pupils is good.

Teaching and learning

Teaching and learning are satisfactory overall, with approximately one third of lessons observed judged to be good or better. There are significant strengths in the quality of teaching in Years 4 and 6. Assessment procedures are satisfactory overall.

Main strengths and weaknesses

- Teaching in Year 4 and Year 6 is consistently good, and this supports the high standards achieved.
- In the rest of the school, teaching varies and some classes are not taught well enough at the present time.
- The use of assessment data is inconsistent and, as a result some teachers do not always prepare work matched to pupils' different abilities. In these lessons, higher attaining pupils are not always challenged to work at a faster rate.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (9%)	10 (29%)	17 (47%)	5 (15%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The table confirms the variation in the quality of teaching during the inspection. Teaching and learning were good or better in one third of lessons. This includes examples of very good teaching, especially in Years 4 and 6. The unsatisfactory teaching was found in lessons taught by some temporary teachers. Teachers in these classes are new to the country and to the school. They are adapting quickly to the education system of this country and implementing the school's policies on behaviour management. However, there is still work to do to improve the quality of their teaching. Senior staff are fully aware of the difficulties and are taking determined action to improve the situation while the teachers are at the school. Scrutiny of pupils work indicates that teaching over time has been good in Years 3 to 6 and satisfactory in other year groups. The curriculum has been covered in depth in literacy and numeracy and satisfactorily in other subjects, allowing pupils to achieve well and remain on course to reach high standards by the end of Year 6.

14. In the very good lessons seen, teachers made learning exciting and interesting, inspiring pupils to want to find out more and to learn. For example, in a very good lesson in Year 6 in mathematics, tasks were linked to the pupils' visit to the Bank of England. Information and communication technology was also used well to enhance pupils' learning. The high expectations of the teacher ensured that all pupils were challenged to achieve as well as they could and learn at a rapid rate. Pupils respond well to this and it inspires them to find out more. Teaching assistants work hard and their support has a positive influence on pupils' achievement. Teachers on the whole, are well aware of the needs of pupils with English as an additional language and ensure that these pupils receive extra support within lessons so that they achieve as well as their peers.

15. In the unsatisfactory teaching in Reception, lessons, lacked a clear purpose, were ill prepared and took too little account of the requirements of the Curriculum for the Foundation stage. This held back achievement, particularly in pupils' creative and physical developments. In other year groups, teachers' lack of knowledge of the subjects and pupils' abilities led to tasks that did not challenge or interest the pupils sufficiently so that they did not persevere.

16. The turnover of staff has led to other inconsistencies, such as the use of assessment to match work to pupils' needs. This means the higher attaining pupils are not challenged as well as they should be in some classes. Pupils are set individual targets for improvement. The quality of the targets and the ways in which pupils are asked to work towards them varies from class to class.

17. Pupils with statements of special educational needs are well provided for. Provision is carefully planned and involves learning support staff. All staff are committed to the provision of appropriate learning experiences for these pupils and individual education programmes are well

designed. The support given by the learning assistants is usually very good and sometimes it is excellent.

The curriculum

Curriculum provision is satisfactory in Years 1 to 6. In Reception, it is satisfactory in communication, language and literacy, mathematical development and knowledge and understanding of the world but unsatisfactory in creative and physical development and personal, social and emotional development. The accommodation is adequate and the resources sufficient to deliver the full curriculum.

Main strengths and weaknesses

- The curriculum for children in the Reception class is unsatisfactory.
- By the time pupils reach the end of Year 6, they are well prepared for secondary school.
- There are good opportunities for pupils to take part in interesting activities both in and out of school.
- The provision for personal, social and health education is good.
- The use of time within the school day is not always effective.
- Children in the Reception class do not have immediate access to an outside area.

Commentary

18. Since the last inspection, there has been a satisfactory improvement in the curriculum. Schemes of work are now in place for all subjects. Planning is ensuring that pupils build on their prior knowledge and understanding in lessons. The school is now meeting statutory requirements.

19. The curriculum for children in the Reception class is not preparing them well enough to move successfully on to Year 1. The educational programme offered does not provide sufficient opportunities for the children to develop their personal, social and emotional skills adequately, nor does it promote fully the required Curriculum for the Foundation Stage. There is a lack of provision for outdoor activities. This stems from the teacher not being familiar enough with all the areas of learning as set out in national documents. The headteacher has put in a great deal of support to improve this situation.

20. As the pupils reach high standards in English and mathematics by the time they leave school, they are fully prepared for coping with the demands of the secondary school curriculum. Improvements in information and communication technology since the last inspection mean that pupils successfully use computers as a tool in their work. The good personal qualities and attitudes to work of the Year 6 pupils enable them to transfer with confidence.

21. The school plans a range of useful learning opportunities, some outside the school day. These include football, netball, recorder, chess, choirs, and drama and art clubs. A number of visitors to the school and visits to places of interest, such as museums, make the curriculum more interesting. Participation in the arts is satisfactory with the school taking part in local Jewish music festivals, working with visiting artists and pupils performing in assemblies. In sport, pupils' take part with some success in competitive games against other local Jewish schools.

22. The provision for personal, social and health education is good. It is carefully planned and given a regular place on all timetables. Again, this is an improvement since the last inspection when the subject was not taught sufficiently. Extra provision for groups of pupils to improve their attitudes and social skills is also proving useful in making them more thoughtful and responsible members of the school community.

23. The structure of the school day is not always helping teachers to deliver the curriculum as effectively as they could. Lessons in some subjects are of varying lengths for different classes. For

example, in Year 4 music lessons last 20 minutes, while they last 30 minutes in Years 1 and 2. At other times, lessons are split in half to accommodate prayers so that the flow of learning is lost.

24. The accommodation, although cramped for some classes is well kept and maintained and is further enhanced by some attractive displays that show the value the school puts on the work of its pupils. The air-conditioning in the computer suite is proving to be invaluable on hot days and helps both teachers and pupils concentrate better. The development of the information and communication technology suite has had a positive impact on pupils' attainment in this curriculum area. The school is fortunate to have a part time assistant who supports this work. The lack of suitable outdoor play facilities for the younger children limits their opportunities to work outside. This means that their physical development suffers. Resources and support staff are used well to support pupils learning.

Care, guidance and support

The care, welfare, health and safety of pupils are good. The relationships with adults in the school are very good. The involvement of pupils in the school's work and development is satisfactory.

Main strengths and weaknesses

- School is a safe and secure environment.
- Pupils have mature relationships with many adults.
- The family atmosphere, with shared religious values, is very important, especially at times of grief.
- Induction of new pupils in connection with the private Nursery on the same site.
- There is an active school council and pupils are happy to give opinions, but there is no mechanism to formally seek all pupils' views.

25. Health and safety requirements, including child protection, are in place. Child protection procedures are regularly updated. The headteacher is the child protection officer and all staff, including non-teaching staff, have received appropriate training. Health and safety provision, and a new health and safety policy based on risk assessment, has been implemented. The school is generally in good condition with no major outstanding health and safety issues. Two non-teaching staff are trained first-aiders and are able to assist at medical emergencies. Staff know the medical and dietary needs of pupils and the school is a "peanut aware zone" so that pupils vulnerable to serious allergies are protected.

26. Nearly nine out of ten pupils replying to the questionnaire answered that there was an adult they could go to if they were worried. As the school is part of a close knit community, adults and pupils know each other well and feel comfortable and natural in each others company. There are warm and mature relationships between pupils and adults. The family atmosphere and shared religious values means that not only does the school celebrate festivals, but in times of grief, provides good support to children and adults, including counselling if required, in a sensitive way.

27. The majority of pupils who join the Reception class come from the private Nursery adjoining the school. Others who join at Reception are admitted according to the school's admissions criteria. The headteacher meets parents and children who have been awarded a place to ascertain the child's ability as well as any other relevant information. Pupils are introduced into the Reception class in small groups, giving each pupil a chance to settle before more are admitted. There is very little movement of pupils leaving or joining the school at other times, so the induction process for those who do join during the year is tailored to their individual needs. There is also a 'buddy system' where other pupils are invited to help them to settle in.

28. There is a school council that meets regularly and pupils are proud to be part of it. This gives pupils a 'voice' in the school. All pupils are keen to give their views to staff but at the moment there is no mechanism by which the school formally consults them directly.

Partnership with parents, other schools and the community

Links with parents, the community and with other schools are satisfactory.

Main strengths and weaknesses

- Information to parents on their child's achievements is good.
- The majority of parents are generally happy with the school. A few have concerns about communications and approachability.
- Parental involvement in their children's education is good.
- Parents are not consulted often enough.
- There are good links with other schools and the nearby Nursery.

Commentary

29. Annual reports to parents about their child's progress are good and show what pupils know and understand, as well as what they need to do to improve. The reports in some classes include recommendations headed "for Parental involvement" indicating the role parents can play in helping their child to make progress. There are two formal meetings for parents to meet with their child's teacher each year. The first in the autumn term when pupils' individual targets are shared with parents and their comments noted. The second is in the spring term when targets are reviewed and new ones set if necessary. There is no formal meeting after the written report to give parents the opportunity to discuss with teachers whether the targets for the year have been achieved, although if parents wish to discuss the report in person they can. There are also curriculum evenings at the beginning of the school year where teachers explain to parents what their children will be studying throughout the year.

30. Many parents responding to the questionnaire say that the headteacher, staff and governors are approachable and that the school is open to suggestions and parental concerns. However, a few at the pre-inspection meeting or responding to the questionnaire disagreed saying the school is not approachable and their concerns are not adequately dealt with. For others their concern was that their views and opinions are not taken seriously enough. The governors are aware of these views and are taking steps to improve communications. Currently parents have been consulted on specific issues such as, times of prayer, and extra-curricular activities. There is no mechanism for consulting parents each year about issues of concern to them. That said the majority of parents are pleased with the level of communication they have with teachers citing as examples the use of homework diaries to exchange messages and letters home when their child has done well, with some teachers initiating contact. In some cases teachers telephone parents at home to discuss issues. This is especially important as many pupils are transported by school bus limiting daily contact between parents and staff.

31. Parental involvement in their child's education is good. The school believes homework given should be at a level that the child can do on their own or with a little parental assistance. Parents run extra-curricular activities and help with outings. Parents also come in to hear pupils read and this helps them to achieve well in their reading.

32. There are satisfactory links with the high schools to which pupils transfer. Amongst other links, pupils from the neighbouring secondary school organise the school's boys' choir. Pupils have opportunities to play in sporting tournaments against other Jewish schools.

LEADERSHIP AND MANAGEMENT

Overall leadership is good and management is satisfactory. Leadership by the headteacher is good. Governance is satisfactory.

Main strengths and weaknesses

- Good leadership by the headteacher is sustaining high standards in Year 6.
- The monitoring of teaching and learning, although rigorous has not been sufficient in the short space of time since the start of term to have an impact on improving the teaching of the temporary teaching staff.
- The school's self evaluation procedures are used effectively to set priorities for development. Current weaknesses are clearly identified in the newly written school improvement plan.
- The supportive governing body is knowledgeable about the strengths and weaknesses of the school.
- The headteacher has a clear vision of the challenges that face the school. At the present time, much of her time is spent on raising the quality of teaching and learning in the five classes led by temporary teachers. The school is in a period of transition and this is an interim move to fill the gaps left by teachers in April 2004 before permanent staff take up their appointments in September. The headteacher is aware of what needs to be done and the school is doing what it can to raise the subject knowledge and behaviour management of the temporary teachers, but the response has not been as fast as had been hoped.

Commentary

33. The headteacher's determination to raise standards throughout the school and ensure all pupils achieve as well as they can is supported well by the staff and governing body. The senior management team has been disrupted by staff turnover. Experienced colleagues who have previously monitored teaching and learning have left the school. A new senior management team will not be complete until new staff join the school later in the year. This places substantial demands on the headteacher and the part-time deputy headteacher in overcoming the present weaknesses in teaching and learning.

34. The management of the school is satisfactory. The headteacher undertakes school self-evaluation and uses the findings to plan the ways the school should move forward. This has had a positive impact on standards and on the improvement made since the last inspection. There are regular reviews of performance data, but the information found is not fully acted upon. For, example, whilst the school is aware that they have some higher attaining pupils in their classes not all teachers are providing work that will challenge them.

35. The governing body understands the strengths and the weaknesses of the school. Governors ensure that statutory requirements are met, and understand their roles and responsibilities. Governors work in a supportive role and are committed to use their expertise to benefit the school. Along with the headteacher, they review performance data but rely heavily on the school to make decisions about future improvements in relation to teaching and learning. The budget is managed satisfactorily.

36. The leadership and management of special educational needs is good. The coordinator brings a well-informed perspective, having a good overview of the progress pupils make and where adjustments need to be made. She is thorough and focused on making sure pupils are well supported in line with their identified needs in ways recognised by all concerned. Pupils are systematically monitored by the teachers and the coordinator to review their progress. Statutory requirements for pupils with the special education needs are fully met. Reviews of pupils' progress are held each year and parents of children with special educational needs are informed regularly of their children's progress

37. The principles of best value are used to ensure that the school compares itself to other Jewish faith schools and decisions made, aim to improve pupils' attainment and learning.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£688,790
Total expenditure	£693,984
Expenditure per pupil	£3336

Balances (£)	
Balance from previous year	£14,040
Balance carried forward to the next	£8,844

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Many children join the school from the private Nursery that shares the same site. Attainment on entry is good in spoken language and in mathematical development. Achievement overall is satisfactory, although there are weaknesses in some of the areas of learning. The teacher is new to the school and does not have sufficient knowledge of the curriculum for the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **unsatisfactory**.

Main strengths and weaknesses

- Adults treat all within the Reception class with respect. They listen carefully to the children.
- There are too few opportunities for children to make choices and use their initiative.
- Behaviour management strategies are not as successful as they should be.

Commentary

38. The educational programme offered in the Reception class provides insufficient opportunities for the children to develop their personal and social skills adequately and does not promote fully “The Curriculum for the Foundation Stage.” Although the majority of children behave well and show consideration for others, the disruptive behaviour of some children tends to dominate group activities and staff are not always managing this effectively. For example, in a music lesson, children’s concentration was continually interrupted by a small group who did not want to join in the activity. Staff reminded children frequently how to behave appropriately but not all responded. Staff teach children how to use property, such as books carefully. Children respond well to this and do not mistreat the equipment.

39. Children are confident and self-assured and interested in learning. They can make considered choices about the activities they wish to join and move purposefully from one activity to another. However, there are limited opportunities for them to select the resources they wish to use because these are chosen by the staff. Similarly, there are few opportunities for children to take the initiative and solve problems. Children show sustained concentration when working with adults. However, when involved in free choice activities their concentration span is short because many activities lack challenge, especially for higher ability children.

COMMUNICATION, LANGUAGE AND LITERACY

The provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Teaching encourages children to develop their speaking skills to a good standard.

Commentary

40. When children enter the Reception class they are articulate and keen to express their ideas. In their eagerness to talk, they do not wait to listen to their friends. Activities encourage children to extend their speaking skills. However, opportunities are sometimes missed to extend their vocabulary in adult led sessions.

41. Staff are adept in promoting children's interest in books and stories. Children enjoy looking at books and become confident in talking about what they have read. Higher attaining children are reading simple texts with fluency and use sound and picture cues to deal with unfamiliar words. Writing materials are freely available and children are encouraged to write for a number of purposes. Children enjoy making marks and experimenting with lines and symbols. They write their name and the letter shapes they see around the room independently. Children are mastering copy writing and some are trying to write sentences without adult help. Most children are on course to meet the early learning goals at the end of the Reception year in this area because of their previous good knowledge and experience.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers give children many different ways to practise their number work.
- Every opportunity is taken to use number and the language of measurement and shape throughout activities during the day.
- More able children are not challenged enough.

Commentary

42. Many children enter Reception already able to count up to 10. Achievement is satisfactory and most are on course to reach the early learning goals by the end of the Reception year. Approximately half the children are on course to exceed them. Regular assessments are made to ensure that no child misses out on coverage of the curriculum. However, information from these assessments is not used effectively enough to plan work that challenges more able children to achieve really well. For example, a simple task of matching the number 3 to 3 cubes was inappropriate for a group of higher attaining children, who were eagerly discussing whether 50 cubes and 50 more cubes could make 100. They can also identify shapes, such as triangle and circle and many can write and order numbers up to forty.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Work is relevant to children's age and interest.
- Opportunities are missed to develop children's natural curiosity.

Commentary

43. Children enter the Reception class with a wide range of rich experiences from their homes and pre-school education. The project themes chosen for each half term are close to children's interests and link well to other areas of learning. The present mini-beasts theme provides the children with the opportunity to observe and discover similarities and differences between small creatures. A range of tools is provided for children to use to explore, investigate and make close observations of creatures found in the soil. However, the scientific language associated with the activity is not developed as well as it could be. Consequently, children's learning is not fully extended.

44. Children gain an understanding of the past as they celebrate birthdays and religious festivals. Sand and water play provides opportunities for children to develop the skills of prediction and scientific enquiry. Children demonstrate good skills as they build with a variety of construction

kits and talk about their observations. However, the intermittent intervention by adults in children's construction activities is not sufficiently challenging and results in children being unable to refine what they have made or to think how to improve it. That said children are on course to reach the early learning goals in this area of learning by the end of the Reception year.

PHYSICAL DEVELOPMENT

Provision for physical development is **unsatisfactory**.

Main strengths and weaknesses

- The educational programme and quality of teaching are unsatisfactory.

Commentary

45. Children are not introduced to the full range of activities that are described in The Curriculum for the Foundation Stage. Therefore, they are not on course to reach the early learning goals at the end of the Reception year. The main focus of the educational programme is on developing children's skills as they use a range of small tools and resources, including malleable materials. Children are achieving well in relation to their capability in these skills. However, the absence of a secure outdoor play area and the lack of appropriate equipment such as a slide, wheeled toys and a climbing frame mean that children do not have enough opportunities to gain increasing confidence, co-ordination and control in movement in a large space. The small apparatus used in the hall once a week provides some opportunities to develop children's throwing, catching and aiming skills but little time is set aside for this.

46. The number of staff in the Reception class, the spacious playground area and the generous indoor provision of the two halls mean that the weaknesses in this area of learning could be addressed immediately.

CREATIVE DEVELOPMENT

The provision for creative development is **unsatisfactory**.

Main strengths and weaknesses

- There are limited opportunities for children to be creative.
- The staff are insecure in their understanding of how to make effective and imaginative provision for this aspect of learning.

Commentary

47. Children have insufficient access to activities that encourage them to explore freely and develop their own ideas. The lack of a rich range of exciting and stimulating materials limits children's creativity. Children enjoy some activities that enable them to explore colour and texture. However, staff frequently pre-determine the end product by limiting the resources and encouraging the children to produce identical work. Staff support the activities but do not extend children's language by talking in greater depth about the materials and techniques used and giving children the opportunity to respond. The role-play provision is linked to the identified topic but does not contain enough stimulating resources to encourage children to act out familiar experiences. Key vocabulary is not promoted effectively. For example, children do not know the names of the equipment in the toy medical kit they are using to "heal" the soft toys they are treating.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision for English is **good**.

Main strengths and weaknesses

- Teachers' planning includes clear learning objectives that are shared with pupils in words that children understand.
- Pupils are articulate and confident speakers from an early age.
- There are some examples of good teaching in the juniors.
- Pupils with identified learning needs have effective support.
- Leadership is good.
- There is some inconsistency in matching tasks to the full ability range.
- Pupils' listening skills are not as well developed as their speaking skills in the infants.

Commentary

48. The school has maintained consistently high standards in English over the past three years. In Year 6, pupils are attaining standards that are above the national average. Boys and girls of all prior attainment levels, including those with special education needs achieve very well in relation to their starting point.

49. Standards in speaking are good throughout the school. Listening skills are less well developed in the classes with younger pupils. Pupils are confident, articulate and fluent speakers. They engage willingly in whole class discussion, respond well to teachers' questions, readily explore meaning and offer ideas in response to literature. They are able to explain their work and identify the main points of a text, picking out the relevant detail. The majority of pupils listen attentively to teachers' instructions, the views of others, poetry and stories. Pupils acquire a good grasp of specialist vocabulary in all subjects. They often make a personal response and explore ideas creatively in history and science.

50. Reading enjoys a high profile in the school. Younger pupils benefit from being taught letter sounds and how these combine as words and sentences. Such teaching, enables them to read with accuracy and understanding. This has a positive impact on pupils' achievement and establishes a firm foundation for younger pupils and one on which older pupils can build securely. By the end of Year 6, pupils read a good range of texts fluently and expressively. They use punctuation as a guide when reading, to help them bring more meaning to the text. The pupils develop research skills which they use effectively in other subjects. The well presented individual projects on Winston Churchill demonstrate pupils' skill in presenting information in a logical and interesting way. National guidance on teaching literacy is used successfully by most teachers to help pupils make progress in reading. Pupils analyse texts critically and authors intentions with insight and sensitivity as well as describing the effectiveness of particular word choices.

51. Pupils also achieve good standards in writing because of the way teachers make effective links between reading and writing in literacy lessons. Most teachers draw pupils' attention to the characteristics of different types of writing and the range of purposes they are used for. In classes 4 and 6 this approach is a strong feature of the teaching. By the end of the junior stage, pupils write extensively and produce a variety of narrative and non-narrative texts with good examples of poetry, play scripts and instructional writing. The highest attaining pupils produce writing that is imaginative and varied, showing a good grasp of structure and paragraphing. In the most successful lessons, the teaching methods used are wisely selected for maximum impact and are used well particularly to support pupils with special educational needs, through using their skills well. Where written work is assessed effectively marking provides pupils with a clear idea of their strengths and where they need to improve.

52. There is appropriate emphasis on consolidating skills in spelling, handwriting and punctuation effectively linked to purposeful reading and writing activities. Regular practice of spelling is an established routine and the majority of pupils become increasingly adept at this. Pupils gain an increasing understanding of the conventions and rules of spelling. They understand the parts of speech and use them accurately in their writing.

53. The introduction of the literacy hour has made a positive impact on raising pupils' standards. Teachers encourage pupils to examine texts in detail and learn the different uses of language. The study of parts of speech and grammar has helped all pupils especially those with special educational needs to write.

54. The quality of teaching is satisfactory overall and is good or very good in two classes in the junior stage. Teachers adopt a suitable range of teaching styles with an appropriate balance between whole-class, teacher-directed and smaller group work. The most effective teaching is associated with high expectations and rigorous planning which produces a range of challenging and interesting activities. Teachers conduct lessons at a good pace, and question pupils closely to develop their ideas and stimulate thought. They make helpful and sensitive suggestions as to how pupils can improve their work. Pupils respond positively and gain much from the lessons. In the less successful lessons, the planned activities are insufficiently well matched to pupils' abilities. As a result, higher ability pupils are not appropriately challenged and are asked to practise skills they have already acquired.

55. The subject benefits from good leadership and management. A variety of assessment procedures are in place and the information collected is used to inform planning. The school's improvement plan shows a good awareness of what needs developing further. For example, the improvement of listening skills has already been selected as a priority for development.

Language and literacy across the curriculum.

56. Speaking and listening skills are effectively promoted in a wide range of subjects. Opportunities are carefully planned to develop these skills and add interest in other subjects, such as history or geography. Pupils use research skills across other subjects of the curriculum and write effectively in a wide variety of ways appropriate to the topic studied.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils leave the school attaining high standards in mathematics.
- Teaching is good, particularly in Years 4 and 6.
- Assessment procedures are good and are used effectively to raise standards.
- Pupils have a good attitude to their work.
- Appropriate links with other subjects are not always identified and planned.

Commentary

57. The standards attained by Year 6 pupils in the 2003 national tests were very high when compared to all schools. Standards have been well above the national average for the past four years. The consistently good teaching over time, particularly of the older pupils, and the high level of support from home are significant factors in helping pupils reach such high standards. They achieve well. In Year 2, standards in the 2003 tests were similar to those found nationally. The current Year 2 pupils are reaching standards above those expected and are also achieving well. Overall, standards in the school have improved since the last inspection.

58. Taking all the evidence into account, teaching is good, although there was a small amount of unsatisfactory teaching during the inspection. Pupils have been taught well over the years and have successfully built on their knowledge and understanding of all aspects mathematics. Progress is particularly good in number work in which pupils display good skills in mental arithmetic and problem solving. Teaching in Years 4 and 6 is very good and helps pupils learn at a fast rate. The teachers have high expectations of their pupils and set work designed to challenge them. They create a positive working environment and insist on high standards of work and behaviour at all times. The pupils respond very well to this and are eager to do their best and achieve high standards. This was clearly seen in a very good Year 6 lesson about bank accounts. Much useful discussion took place and the pupils listened intently to the teacher and also to each other. The tasks were interesting and pupils had a great deal of fun calculating the final balance after entering various credits and debits. All the pupils made very good progress and by the end of the lesson fully understood how a statement is presented. In the weaker lessons teaching shows a lack of knowledge of the primary strategy, and is not sufficiently challenging for those pupils of higher ability.

59. Good assessment procedures are used successfully to help pupils work to their capabilities. The data collected shows how individual pupils or particular groups are progressing and triggers action if they are not performing well enough. Test papers are analysed to identify areas of strength or concern. For example, pupils were finding problems written in words to be difficult and the school made this a focus for teaching and learning. As a result, pupils are now more confident in answering these questions. Pupils are also regularly assessed using a computer program that records their levels of success to identify other areas of strength or concern. This information is extremely useful to the teachers who can then tailor their planning to better meet the pupils' needs.

60. In most classes, pupils thoroughly enjoy their lessons. They are eager learners and proud of their many achievements. They present their work neatly in their books and the vast majority successfully complete work assignments. In the most successful lessons, where the teachers have good pupil management skills, behaviour is very good and leads to a calm and peaceful working atmosphere in which all pupils can flourish and produce good quality work.

Mathematics across the curriculum

61. Pupil's skills in mathematics are sometimes used in other subjects of the curriculum but their inclusion is not always planned and often happens by chance. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils measure in science lessons and draw tables and graphs of their findings. Some learning takes place in the computer suite. The programs used are useful in helping pupils develop their skills in both mathematics and information and communication technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards attained at the end of Year 6 are now above those expected nationally.
- There has been a recent improvement in the planning of investigational work.
- Pupils have good attitudes to work and are eager to do well.

Commentary

62. Year 6 pupils' results in the 2003 national tests were in line with the national average. The pupils currently in Year 6 are reaching standards that are above those expected nationally. This is a direct result of the particularly good teaching they have received this year giving them a good depth

of coverage of all the aspects of the science curriculum. In 2003, the standards in Year 2, based on teacher assessments, were similar to those found in other schools nationally.

63. The improved level of investigational work in most classes is having a positive impact on standards as pupils are learning in a more effective and meaningful way. They are now encouraged to find out and think for themselves rather than just being told what the result of a particular experiment would be. They predict possible outcomes, understand about fair testing and draw sensible conclusions about their observations. For example, Year 6 pupils used a range of different materials to soundproof a stereo and produced some well thought out suggestions as to how they would have improved the investigation. Their work using spinners to test air resistance also involved good scientific thinking and careful recording. There were also good links to numeracy and information and communication technology as they used stopwatches to accurately record the time each spinner took to fall to the ground.

64. Pupils throughout the school respond well to the opportunities they are given to learn science. In previous years an over reliance on worksheets by teachers made learning rather dull and uninteresting. With a more 'hands-on' approach the pupils are enjoying the work more and are eager learners, working together on investigations in a sensible manner. They have a good attitude to their work and usually present their findings neatly and accurately in their books. Pupils support each other, share resources fairly and discuss their work and their findings. Pupils are proud of their achievements.

65. There has been a satisfactory improvement since the last inspection. Standards have fluctuated from year to year but the increased focus on investigative work is already having a positive effect. This new focus is a direct result of the analysis of test results by the school that showed pupils' understanding of scientific principles and investigational skills to be weak. Leadership and management is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Good improvement in provision and standards since the last inspection.
- The quality of teaching and learning is good. Pupils achieve well.
- Pupils have good attitudes to their work.

Commentary

66. At the time of the last inspection the provision was judged to be unsatisfactory. Teaching was unsatisfactory due to a lack of subject knowledge and there were few opportunities to teach information and communication technology. These weaknesses have been fully resolved as all classes have regular access to the computer suite and teachers have been trained to improve both their personal skills in information and communication technology and their understanding of how to teach it effectively. Teachers new to the school also have a good level of subject knowledge and are computer literate. All pupils now have regular access to information and communication technology resources and are making good progress. Word processing is an aspect of information and communication technology that is particularly well developed. Pupils in Year 6 have good skills in producing attractive pieces of writing supplemented by interesting pictures. They type in text at a good rate and have a particularly good understanding of many of the toolbar functions to help them work quickly and effectively. Their work producing a newspaper for Year 3 pupils is of a high standard and includes interesting information researched on the Internet.

67. The quality of teaching is consistently good. Teachers have improved their skills and understanding and this has made them more confident in their teaching. This has resulted in the

pupils learning more effectively as new work is explained to them simply and clearly. Teachers manage their pupils well and create a positive working atmosphere in which pupils can concentrate and learn effectively. In a good Year 4 lesson in which pupils were learning to move a small turtle around the screen to draw two-dimensional shapes, the teacher set a clear target for the amount of work the pupils were expected to complete in the allotted time. All worked diligently to successfully complete the work. The lesson was well planned at a level designed to help pupils of all abilities learn effectively.

68. Pupils thoroughly enjoy information and communication technology work and are proud of their efforts and accomplishments. Throughout the school, pupils have a good attitude to their learning and display high levels of concentration often working well together. They share tasks fairly and often give each other good support when difficulties are encountered. Pupils are able to explain in detail the work they have completed.

69. The school has firm plans to improve the provision in the near future. They realise that some areas are not being covered to the same depth as others. For example, control technology and monitoring are not covered in the same depth when compared to word processing and data handling. This is mainly because resources are ageing and have insufficient power to cope with the demands of the new programs that teachers are keen to use in their lessons.

Information and communication technology across the curriculum

70. Some useful links are made in subjects such as English, science, mathematics and history. Pupils use their word processing skills to write for a range of different purposes and CD ROMs and the Internet to research aspects of history, such as the life of Winston Churchill, and in science to find out more about the human body. In mathematics the pupils use calculators and create databases on the computer, choosing the most appropriate way to display their findings.

HUMANITIES

71. History was not observed during the inspection as it is taught each half term alternating with geography. Religious education is the subject of a separate inspection.

Geography

The provision for geography is **satisfactory**.

Main strengths and weaknesses

- Literacy skills are used well to support learning.
- There are links with the Kodesh curriculum to bring more understanding to the subject.
- The local area is used effectively for work in Years 1 and 2.

Commentary

72. Pupils achieve satisfactorily in geography. In Year 2, pupils are aware of the features of their locality because they study the nearby streets, observing the different house styles, making decisions about their favourite types and recording their findings. In Years 3 to 6 pupils study different locations in Britain and abroad and speak confidently about places they have visited, either as part of their school study or as holiday locations. They use technical language accurately to explain geographical features. They compare and contrast different locations effectively. Boys and girls, including those with special educational needs, make satisfactory progress, particularly in the use of appropriate vocabulary and in their ability to use and interpret maps.

73. Three lessons were observed during the inspection. The quality of teaching and learning are satisfactory overall. Teaching is supported by an approved scheme of work. In some classes,

teachers ensure a good balance between direct teaching and opportunities for pupils to carry out their own research. Enquiry strategies are used appropriately with teachers and pupils asking interesting and relevant questions that need following up.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Two lessons were observed in physical education and music, but only one lesson was seen in art and design. It is not therefore possible to make a firm judgment about provision in these subjects. No lessons were observed in design and technology.

75. In the one lesson seen in **art and design** in Year 4, pupils made relief pictures to a satisfactory standard. They were good at explaining in an articulate way, the difficulties they were encountering and how they were going to develop and improve their work.

76. The main elements of the required curriculum for design and technology and art and design are covered, although there was a limited amount of work to look at. Pupils use a variety of media in their creative activities, and some of their art work is covered through the Jewish studies curriculum. Pupils sketch satisfactorily using pencils, charcoal, crayons. In conversation with pupils in Year 6, they talked interestingly about their studies of the work of famous artists. In **design and technology**, pupils have designed and made fairground rides and slippers to an overall satisfactory standard. They have opportunities to refine and improve their creations, and in discussion said how much they enjoyed their practical work. Younger pupils have the opportunity to enrich their creative learning through extra curricular activities, such as food technology during Jewish studies and show obvious enjoyment of having this chance to cook.

77. On the basis of the two lessons observed, standards in **physical education** are satisfactory. In Years 5 and 6 boys and girls have separate physical education lessons in line with their beliefs. These are taught by a part-time teacher and instructor employed solely for the teaching of physical education. By the end of Year 6, girls use throwing and catching skills to a satisfactory standard and apply these skills appropriately in simple group games. In the boys lesson in Year 6 a satisfactory standard of body control and coordination is achieved when developing football skills. Facilities for physical education are satisfactory. Although the school does not have a playing field, satisfactory use is made of its gym and the outdoor areas. There are links with other Jewish primary schools, through netball and football tournaments.

78. Evidence shows that all aspects of **music** are taught to pupils from Year 1 to Year 4. Two lessons were seen during the inspection. A video of a recent performance by the girls' choir was watched and pupils were heard playing music in an assembly. A specialist teacher who is a skilled practitioner and has good subject knowledge teaches them. She manages to cram a great deal into lessons, some of which are very short. In Year 4, pupils have the opportunity to learn to play the recorder in a lunchtime club organised and run by their class teacher. They perform well having learned to read standard notation. Pupils in Years 5 and 6 have limited opportunities to learn music. They sing in choirs and listen to music with the rest of the school as they enter and leave assemblies but have few opportunities to compose music or perform using tuned or untuned instruments. The school has already made firm plans to rectify this by increasing the time for the visiting specialist teacher next year. The singing of the girls in their choir is of a particularly high standard and they sing tunefully, with good diction and expression. Their performance at the local music festival was much appreciated by parents and thoroughly enjoyed by both the audience and the girls themselves.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. Provision for personal, social and health education is satisfactory. The programme includes sex education and dealing with relationships within the Jewish Orthodox beliefs of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupil' achievement	3

Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and college	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).