

# Rosh Pinah Primary School

## Inspection report

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<b>Unique Reference Number</b>	101340
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	276504
<b>Inspection dates</b>	25–26 September 2006
<b>Reporting inspector</b>	Rob Crompton

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr. Howard Berg
<b>Headteacher</b>	Mrs Anthea Abery
<b>Date of previous school inspection</b>	4 December 2000
<b>School address</b>	Glengall Road Edgware HA8 8TE
<b>Telephone number</b>	02089588599
<b>Fax number</b>	02089054853

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is the second largest Jewish primary school in Europe. There are two sites half a mile apart. One is a recently established early year's facility with a mixture of state Nursery, private Nursery and Reception classes run as an integrated unit. The other has Years 1 to 6 pupils in 12 classes. Three-quarters of the curriculum is allocated to the National Curriculum and the remainder for Jewish studies. In order to accommodate this, the school day is longer than in most schools. Pupils are mainly from prosperous homes and attainment on entry is good. About a quarter of pupils have learning difficulties or disabilities. Thirteen pupils have a statement for special educational needs, which is well above average. All pupils are from White British or other White backgrounds. The Investors in People standard was gained in 2004.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. Pupils achieve well and reach high standards. Good provision in the Foundation Stage provides a secure start for children's subsequent learning. Staff in the Nursery and Reception classes create a warm, caring and purposeful atmosphere. This means that children grow in maturity and develop good language and number skills.

Several factors contribute to pupils' very good progress through the school. The quality of teaching is mostly good. A key strength of the teaching is the lively pace and enthusiastic approach which most teachers adopt. In the minority of lessons that are satisfactory rather than good, teachers are less skilled in getting pupils to settle down to work and noise levels hinder learning. Assessment is excellent, so, from the Foundation Stage through to Year 6, teachers have a clear picture of how pupils are doing and are able to set challenging work. This helps more able pupils and those with learning difficulties alike. The progress of pupils with special educational needs is carefully tracked to identify where they need specific support, and teaching assistants play a significant role in helping them meet their individual targets. The extended school day enables the National Curriculum to be covered well alongside Jewish studies and a wide range of extra activities enrich pupils' learning.

There is an outstanding commitment to pupils' well being and their academic and personal development. Pupils enjoy school and have positive attitudes. Their personal development is good overall. Jewish values are central to the school's ethos and there is an extremely strong sense of community. Pupils develop a clear moral code and older pupils willingly take on extra responsibilities. Pupils have an obvious pride in their school and behaviour is mostly good. Most pupils consistently behave well but some are slow to settle and are easily distracted so the quality of learning and the rate of progress in some lessons is not as good as it could be.

Pupils are well aware of how to keep safe and avoid danger. As a result of the school's successful efforts to promote healthy lifestyles, pupils have an excellent understanding of the benefits of healthy eating and fitness and this is reflected in the number who take advantage of the nutritious school meals and the many physical activities. Pupils' general level of confidence, together with their fluent literacy and numeracy skills, prepare them well for their subsequent education and future well-being.

The school's success owes much to good leadership and management. The headteacher plays a pivotal role in sustaining high standards and is well supported by senior staff. Governors have a good grasp of the school's strengths and areas for development and there is good capacity to improve.

### What the school should do to improve further

\* Make sure that all teachers effectively manage pupils' behaviour in lessons so that minor distractions do not hinder learning.

## Achievement and standards

### Grade: 2

Pupils in Years 1 and 2 build well on the good start made in the Foundation Stage so that, by the end of Year 2, standards in reading, writing, mathematics and science are well above the national average. This good rate of progress continues through Years 3 to 6 and results in high

standards in English, mathematics and science by the end of Year 6. The proportion of pupils reaching well-above average standards by Year 2 and Year 6 is significantly higher than national averages, reflecting the school's success in helping more able pupils to reach their potential. Pupils with learning difficulties and those with special educational needs achieve well. Indeed, many of them overcome their difficulties and, by the end of Year 6, reach the levels expected nationally. Within this positive picture, minor distractions in some lessons hinder learning and achievement.

Across the school, the strong emphasis on literacy and numeracy means that pupils acquire the essential skills for learning across the curriculum. The sustained effort to improve standards in writing is reflected in pupils' high quality written work, for example in science and geography.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good and there are some outstanding features. The extensive study of the Jewish faith instils very strong moral values and social responsibility. Assemblies and good cross-curricular links between different subjects and Jewish Studies nurture spirituality effectively. Pupils enjoy coming to school, and attendance is in line with the national average. They develop a high level of self-confidence through the school's good provision for citizenship, and through music and drama.

Almost all pupils have positive attitudes to learning and want to achieve as well as they can. Pupils feel the school is a secure place; as one commented, 'I feel very safe in school because we have very good security'. They have an excellent sense of community through an extensive range of fundraising activities and visits from members of the local community. The school council enables pupils to take on some responsibility for improving the school. Pupils are proud of their 'Friendly Bench' in the playground and carry out their jobs, such as 'infant patrollers', efficiently. When playing, pupils are not purposely aggressive but there is a lot of over boisterous activity which detracts from the otherwise calm atmosphere. This, plus some lack of attention in lessons, impact on the overall pattern of good behaviour.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning varies between satisfactory and outstanding. Teachers identify the attainment of pupils accurately and plan lessons carefully to meet their needs. Individual target setting, marking and discussions with pupils are used very effectively to plan the next stages of learning. Pupils enjoy learning because most teachers question skilfully to draw out ideas and involve them actively. Teachers know their pupils well and establish a strong rapport with them. This generates a secure environment where pupils investigate and try out new ideas with confidence.

Teachers in most lessons have high expectations and provide challenges, which are readily accepted by the pupils. By adopting a wide range of methods and using resources such as electronic whiteboards effectively, teachers enable pupils to develop their different styles of learning. Support staff play a significant role in helping and guiding pupils of all abilities. Where

teaching and learning are satisfactory rather than good, teachers' behaviour management skills are less effective so some pupils are too noisy and do not listen attentively.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum, enriched by its emphasis on Jewish studies. The curriculum is augmented by an extensive range of clubs, visits and visitors. These support pupils' learning in subjects such as history and geography and contribute to their social development. Drama and music add much to school life and enhance pupils' confidence and performance skills. Teachers develop pupils' computer skills well but the use of information and communication technology to enhance learning in other subjects is constrained by the over use of software where all pupils follow the same sequence of activities.

Curriculum provision in the Foundation Stage is good. Children are given a wide range of interesting activities to stimulate their learning. Pupils with learning difficulties receive an appropriate curriculum for their needs, and are well supported by a dedicated team of classroom assistants.

## **Care, guidance and support**

### **Grade: 1**

One of the reasons why care, support and guidance are outstanding is the staff's thorough knowledge of all pupils. Meticulous records of pupils' progress through the school allow early intervention to ensure they are sufficiently challenged and given extra guidance and support where needed. A behaviour mentor supports individual pupils effectively. Consequently, the school provides a very positive learning environment in which pupils reach high standards and develop good personal skills. Very good links with outside agencies provide effective support to pupils who need specialist help.

The school undertakes thorough risk assessments for all activities and visits. Procedures for child protection are securely established and staff receive annual training to ensure pupils' safety. Induction procedures for new entrants are very well established and arrangements for safeguarding pupils are robust. Transition to secondary school is managed very well. The majority of parents are very happy with the care shown to their children and the progress that they make. One parent comments, 'I made a good choice sending my children to Rosh Pinah; they will look back with happiness.'

## **Leadership and management**

### **Grade: 2**

The drive of the headteacher, supported and challenged by the effective governing body, is instrumental in the school's effectiveness. Success has not led to complacency and there is a continuing drive for excellence. The school welcomes pupils of all abilities, reflecting its excellent commitment to inclusion and its maxim, 'We all care for each other'. Teamwork is a key strength. All members of staff are encouraged to play a part in the development of the school. The school's work is also influential in the educational community; for example, the school plays a leading role in the training of new teachers.

The performance of staff is regularly evaluated and action is taken to improve it further. The work of teaching assistants is well planned and monitored, and as a result the support they give to pupils' learning is good. Staff and governors have a clear picture of where the school's strengths lie and where they want to see improvements. For example, further staff training has been arranged to help improve their behaviour management skills. Self-evaluation is good and takes into account the views of parents and pupils. However, some parents feel that the annual questionnaire does not give them enough opportunity to express their views on a regular basis. Governors challenge the school to achieve more while supporting it through carefully planned funding allocations. Well resourced classrooms and a generous number of teaching assistants help to raise the achievement of all pupils.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome during our visit. We enjoyed seeing how you are getting on and chatting to you about school life. It was good to see how you all get on so well together and how much you help to make the school run smoothly. It was plain that you try to live up to your motto, 'We all care for each other'. The large amount of money you raise for charities shows how much you want to help other people.

Most of you do really well and reach high standards. We particularly enjoyed reading your written work, including stories, poems and accounts of your experiments in science. It is clear how much you enjoy most lessons and are keen to learn. In some lessons, a few children take a long time to settle down which means the class doesn't get enough work done. You can help by always doing your best to pay attention and by encouraging your classmates to do so. Also, the school council might want to suggest improvements to the playground so there are more things to do for those children who don't want to rush around all the time.

The teachers and other adults work very hard to help you do as well as you can. They use the interactive whiteboards to help make lessons interesting and fun. Looking at your work, we saw that teachers give you a good idea of how to improve and it was interesting to see that many of you have individual targets stuck to your desks. We are sure this helps you to make progress day by day and week by week.

You told us that you feel safe and very well looked after at school. You certainly have a wide range of things to do before and after lessons. What a lot you pack in to each day! We saw how much you enjoyed lunch and it's good that you had an opportunity to suggest things for the menu.

Finally, we were pleased to join in the celebrations of Rosh Hashanah and your preparations for Yom Kippur and send our best wishes for the coming year.

Yours sincerely

Rob Crompton

Lead inspector