



# Ilford Jewish Primary School

## Inspection Report

**Unique Reference Number** 102847  
**LEA** Redbridge LEA  
**Inspection number** 276781  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** Robert Lovett HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Carlton Drive
<b>School category</b>	Voluntary aided		Barkingside
<b>Age range of pupils</b>	3 to 11		Ilford IG6 1LZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8551 1431
<b>Number on roll</b>	342	<b>Fax number</b>	020 8551 4295
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Howard Kemp
<b>Date of previous inspection</b>	9 March 2004	<b>Headteacher</b>	Mrs Roz Levin

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 5 July 2006 - 6 July 2006	<b>Inspection number</b> 276781
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

Ilford Jewish Primary School is a Voluntary Aided school situated in Barkingside. It serves the Jewish community of Ilford and the surrounding area. It is larger than most primary schools, pupils are less economically disadvantaged than most and the percentage of pupils known to be eligible for free school meals is below average. While the proportion of pupils with learning difficulties or disabilities is below average, a higher proportion than average have statements of special educational needs (SEN). The school was inspected in July 2002 and placed in special measures. It was removed from special measures in March 2004. The headteacher was appointed in May 2003, having previously served the school as deputy headteacher.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Ilford Jewish Primary School is a good and improving school. The headteacher and senior leadership team know the school well and have a clear focus on raising standards. The headteacher provides very good leadership and is well supported by the senior leadership team. The School Improvement Plan provides a sound basis for raising standards but the criteria by which the school knows how well it is doing are not sufficiently clear or measurable. The governing body are playing an active part in the leadership of the school. They maintain effective strategic oversight and ensure the school provides good value for money.

Children begin school with broadly average standards. In the Nursery and Reception classes they gain in confidence and make good progress. Pupils continue to make good progress during their time in the school and leave at the end of Year 6 with standards which are above average.

Teaching is good. There is brisk pace and work is well planned to challenge pupils and engage their interest. In the best lessons, teachers use praise and encouragement very well and pupils respond by working with enthusiasm. Teachers are starting to make good use of partner and group working to encourage pupils to discuss their work. However, this good practice is not consistent across all classes. Most teachers use skilled questioning to help pupils reflect more deeply but sometimes teachers paraphrase pupils' ideas for them rather than using questions to enable pupils to reflect more deeply.

While pupils usually receive good guidance and support, some marking leaves them unsure about how well they are doing or what they need to do to improve their work.

Pupils behave well and relationships among pupils and between pupils and adults are good. Pupils' spiritual, social, moral and cultural development is good overall and the work the school does in fostering knowledge and understanding of other faiths and cultures is outstanding.

The curriculum is well balanced and provides well for pupils' academic and personal needs. The school has good links with Ilford County High School which extend pupils' opportunities for learning in mathematics and science.

### What the school should do to improve further

- Make more consistent use of marking and learning targets so that pupils are clear about exactly what they need to do to improve their work.
- Improve teachers' questioning skills so that pupils are encouraged to reflect more deeply.
- Make more use of partner and group discussions to extend pupils' learning and clarify their ideas.
- Ensure that the school improvement plan sets out clearly how the success of subsequent actions will be measured.

## **Achievement and standards**

### **Grade: 2**

Standards overall are above average and pupils achieve well.

When children enter the Nursery their attainment is broadly average. They make good progress during their time in the Foundation Stage, particularly in their communication and mathematical development, so that they are well prepared to enter Year 1. The 2005 national assessments show that pupils made satisfactory progress and that standards were broadly average by the end of Year 2. The 2006 assessments indicate that while standards are rising they are likely to remain broadly average.

By the end of Year 6, standards overall have risen for each of the last three years and were significantly above average in 2005. Standards were higher than average in mathematics and science and average in English. The school's 2006 unvalidated results indicate it has performed very well in English, particularly at Level 5 and exceeded its challenging targets.

In 2005, the progress made by Year 6 pupils was broadly average overall although they did best in mathematics. The school's own data and early indications from the 2006 tests suggest that the current Year 6 have made very good progress in relation to the results achieved when they were in Year 2. Pupils with learning difficulties and disabilities do well because they are well supported and their individual needs are well planned for. The small number of pupils speaking a first language other than English, (Hebrew), have high levels of motivation and achieve very well.

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

### **Grade: 2**

The pupils' personal development is good and their spiritual, moral, social and cultural development outstanding. In the Foundation Stage high expectations and consistent routines ensure that the children's behaviour and attitudes to work are good. The school places a strong emphasis on Jewish values which permeate its daily life and inform the pupils' very good spiritual development. Daily assemblies (tefilla) provide a good focus for reflection and an opportunity for pupils to re-affirm their identity within the school and the wider Jewish community. At the same time, there is a very strong commitment to developing pupils' understanding of other cultures and the work done in this area is outstanding. Very good partnerships have been developed with other schools to enrich this area of learning and pupils show respect for beliefs that are different to their own.

Residential trips, for example to Glasbury Outdoor Education Centre and to York, help develop good social skills, self esteem, and independence. Pupils' behaviour is good because the school's behaviour policy is understood and followed consistently by all staff. They act swiftly and effectively when there are instances of inappropriate behaviour. The school is active in encouraging pupils to adopt a healthy lifestyle and pupils respond well. Pupils are polite, helpful and eager to talk about their school. Attendance is in line with the national average and pupils are punctual, arriving well

motivated for the day. Through the work of the School Council pupils are well prepared for active citizenship. However, systems for submitting issues of concern could be more consistent as practice varies between classes. The impact of the School Council can be seen through initiatives such as the Friendship Bench and Kindness Wall. Pupils show their care for others by supporting a number of local and international charities. By the end of year 6, their good communication and social skills, together with growing competence in literacy and numeracy, have prepared pupils very well for their future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. The Foundation Stage provides a wide range of learning opportunities. Classroom routines are well established and because teachers explain tasks clearly children begin to develop good independence.

Teaching in Key Stages 1 and 2 is good. Good teaching is characterised by brisk pace and work which is well planned to challenge pupils and engage their interest. Relationships among pupils and between pupils and adults are good. Pupils react positively to teachers' high expectations and most enjoy learning. In the best lessons, teachers use praise and encouragement very well and pupils respond by working with enthusiasm and confidence. At the beginning of these lessons, teachers ensure pupils know what they are to learn and are clear about how their work will be assessed. Teachers are starting to make good use of partner and group working to encourage pupils to discuss their work, clarify their ideas and extend their learning. However, this good practice is not consistent across all classes. Most teachers use skilled questioning to help pupils reflect more deeply but, on some occasions, teachers paraphrase pupils' ideas for them rather than using questions to enable pupils to reflect more deeply.

The best marking is very good, it tells pupils how well they are doing and what they need to do to improve their work. However, this good practice is not consistent across all classes and as a result some pupils are unsure how well they are doing or what they need to do to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is well-balanced and provides well for pupils' academic and personal needs. The Foundation Stage curriculum meets the children's needs very effectively and enables them to enjoy their learning and to make good progress. Provision for information and communication technology (ICT) is very good and is used well to support learning in other subjects. The school has good links with the community and provides a wide range of visits and visitors to enrich the pupils' learning experiences. In Year 6, a visit by a poet has encouraged the pupils to write very evocative poems about 'Kensuke's Kingdom'. The many lunchtime and after school

activities are well supported by pupils. The school has very good links with Ilford County High School that are effectively used to extend pupils' learning in mathematics and science. In addition, the Science Club for pupils in Years 5 and 6 has had a positive impact on standards. Provision for pupils' personal, social and health education is good.

## **Care, guidance and support**

### **Grade: 2**

The school provides good levels of care, guidance and support for all pupils, who say they feel safe and secure in school. The very good child protection procedures are well established and are fully understood by all adults in the school. Pupils of all ages and abilities are comfortable about sharing their news, and are confident that they will be treated kindly if they have any personal worries. Children in the Foundation Stage are well supported at playtimes by their Year 6 'Buddies'. Rigorous monitoring and tracking procedures enable teachers to identify pupils' progress well. Feedback on pupils' work is supportive and celebrates their successes but does not always provide advice on how further improvements can be achieved. Tefilla is used very effectively to praise pupils and develop their self-esteem. The school holds national healthy school accreditation, has worked with its catering company to improve lunches and allows only fruit and vegetables for break time snacks. It is active in promoting a good diet, exercise and a healthy lifestyle through the curriculum.

Teachers are readily available to meet with parents. The school works closely and effectively with a wide range of outside agencies to help care for the pupils and support their families.

## **Leadership and management**

### **Grade: 2**

The headteacher is providing very good leadership for the school and is well supported by the assistant headteacher and senior management team. Together they have correctly identified what the school needs to do to improve. They share a clear commitment to raising standards and pursue their agreed strategies with great determination and enthusiasm. Parents, pupils and governors are fully involved in identifying priorities for school improvement. The school improvement plan provides a sound basis for raising standards but the criteria by which the school knows how well it is doing are not sufficiently clear or measurable.

Parents have overwhelmingly positive views of the school and are rightly proud of the progress it has made. While parents are kept well informed through the weekly newsletter, some feel they could be better informed about specific aspects of the school's work such as the success of initiatives to improve behaviour and how the views of pupils are taken into account.

Subject leaders have a good understanding of the strengths and weaknesses of their subjects and monitor standards well. Provision for the most able pupils and for those with learning difficulties and disabilities is well managed and as a result they achieve

well. The governing body plays an active part in the life of the school and provide appropriate challenge in holding it to account for standards and progress. The long serving chair of governors knows the school well and provides good leadership.

The school has a real commitment to improving teaching and learning and as a result the continuing professional development of staff is good.

Because the school knows itself well and has robust strategies to raise standards it has a good capacity to continue to improve. The school has made good progress since its last inspection.



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## 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>	<b>16-19</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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Pupils

Thank you for welcoming the inspectors so warmly to your school and telling us about it. Having your views helped us to reach our judgements about how well you are all doing.

You and your parents are rightly proud of your school. We think Ilford Jewish Primary School is a good school. It has improved since the last time it was inspected and we think it can continue to improve. Teaching is good and, as a result, you learn well and make good progress. The headteacher is providing very good leadership and she is well supported by the rest of the teachers and by the governors. We think you usually behave well and are polite and courteous. You told us that you enjoy school, although those of you in Year 6 are understandably looking forward to the challenges of secondary education.

Although yours is a good school part of our job is to identify things the school can do to become even better. We are suggesting;\* Teachers' marking should be clearer about what you need to do to improve your work, (it's then up to you to do it!)\* if you give answers that are unclear or not well thought out, that teachers should ask questions which help you think more deeply and improve your answers\* you should have more opportunities to discuss your work with partners or in small groups\* the plans the school has to help it improve should be made clearer about how it will know it is doing well. We hope you have a good summer holiday and return to this or your new school ready for the challenges of a new school year.

Yours sincerely

Robert Lovett HMI

(on behalf of all the inspectors)