

# Wolfson Hillel Primary School

## Inspection report

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<b>Unique Reference Number</b>	102042
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	307881
<b>Inspection date</b>	14 February 2008
<b>Reporting inspector</b>	Sue Vale

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	474
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Howard Cohen
<b>Headteacher</b>	Mrs Sharon Margolis
<b>Date of previous school inspection</b>	21 June 2004
<b>School address</b>	154 Chase Road Southgate London N14 4LG
<b>Telephone number</b>	020 8882 6487
<b>Fax number</b>	020 8882 7965

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- How are the school maintaining such high standards in Key Stage 2 and what are they doing to remedy the dip in results in 2007?
- The development of the multi-cultural aspect of the curriculum.
- The views of parents.
- The community cohesion of the school.

Evidence was gathered from lesson observations, discussions with the headteacher, deputy headteacher, other teachers, the chair of governors, pupils and parents and the examination of documentation and parental surveys. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included in this report.

## Description of the school

Wolfson Hillel is a Jewish primary school situated in the heart of Southgate. It is very popular and highly over-subscribed. The proportion of pupils with learning difficulties and disabilities is below average, as is the number with statements of specific special need. Few pupils are entitled to free school meals. The majority of pupils are of White British heritage. The school has Healthy Schools award and an Activemark for sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Wolfson Hillel provides a good education and an outstanding curriculum for its pupils. The school provides an exciting range of activities, clubs and visits so that pupils really enjoy learning. The integration of Jewish studies within the National Curriculum is an innovative and positive aspect which really supports pupils' learning. This means that pupils are able to transfer skills, knowledge and understanding learnt within one area of the curriculum to other subjects. This helps them to achieve very well in all areas and is one reason why they reach good standards.

Pupils of all abilities are challenged well and teaching and learning are of a good quality. The headteacher and the deputy headteacher provide good leadership. They are very well supported by all other leaders, staff and governors. The school has maintained its standards since the last inspection and addressed the issues presented then, particularly in developing a multi-cultural curriculum extremely well. The community cohesion of the school is outstanding. As the chair of governors pointed out, 'the school rose out of the community.' All of these good points show that the school has good capacity to continue to improve.

Throughout the school, pupils achieve well. Children enter the school with skills and understanding that vary but are usually above those expected for their age. Effective organisation and high expectations from teachers particularly in the Nursery enable pupils to make rapid progress immediately. Pupils build well on this good start and by the time they leave standards are well above average. Despite a drop in the school's consistently high results over a number of years in 2007, standards in English, mathematics and science remained above average. This particular year had a larger number than usual of pupils with specific emotional and behavioural difficulties. Current levels of pupils' attainment remain high. The school sets challenging targets for their tests at the end of the year for pupils and the majority achieve them. More able pupils are challenged well through a good range of additional activities. However, one area is underdeveloped. The school is not consistently tracking pupils' progress as they move through the school. There are plans to implement a new system in order to ensure that this happens. Whilst pupils make good progress in Key Stage 2, the progress made year on year is not clear.

Pupils' personal development and well-being are outstanding. The atmosphere for learning created by the whole staff is supportive and they have high expectations. One parent wrote, 'Our son loves coming to school every day. He is learning through a very caring and nurturing environment, at a level that is suitable for him.' Staff are vigilant of pupils' needs, enabling them all to learn and play in a safe and secure learning environment. Thanks to the school's very good systems, and pupils who are keen to attend school, pupils' attendance rates are well above average. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show very caring attitudes to each other and to the community around them. As a member of school council commented, 'the school supports you as an individual; the teachers show you how to be you.' Pupils learn to respect children from different backgrounds and have an excellent understanding of healthy living and keeping safe. The school has very good links with other local primary schools.

There are some conflicting views amongst the parents of children at the school. The majority hold the school in high regard. They commented on their children's enjoyment of learning, the high standards and the fact that they feel that their children are safe and well cared for at school. However, there were a considerable number of parents who had misgivings about the

school. Whilst many of these were happy in general, they felt that they were not being kept fully in the picture about what was happening in the school. This is despite, the regular weekly newsletters, including texts direct to mobiles and updates, and regular meetings held to discuss children's progress. There are also open days where parents can 'drop-in' to look at children's work and forums held by the headteacher where parents are encouraged to come and discuss any issues or problems they may have. This is an issue that the school agrees they must address. There were particularly strong feelings amongst parents where their children have been taught by a succession of supply teachers.

From Years 1 to 6, lessons are well planned, making sure that all pupils enjoy learning. As a member of school council said, 'lessons are fun.' Although again, a very small number of parents have some misgivings over the provision for pupils with learning difficulties, good support was seen for these pupils in lessons.

The excellent curriculum covers all subjects very well and is enhanced by a very good range of extra curricular activities. The curriculum is enriched by visits to places of interest and residential visits, including one to Israel. There is excellent use of information and communication technology (ICT) by both staff and pupils. The multi-cultural aspect of the curriculum is very well developed and enhanced by themed weeks such as Eastern Europe and life in Egypt.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

There is good provision in the Foundation Stage, where the staff plan enjoyable and challenging activities for the children. Teaching is better in the Nursery. This careful planning gives the children a real sense of determining their own way forward and guarantees their full involvement in all activities. Children show very good levels of concentration in both Nursery and the Reception classes. They have very mature confident attitudes to learning. The rooms available are stimulating and resources are well used and effective. A very calm and purposeful atmosphere is created where the children are making good progress.

## **What the school should do to improve further**

- Develop the partnership with parents so that all are confident that their views are taken into account.
- Set consistently challenging targets for all pupils so they are aware of what they need to do in order to improve their work, and in order to track their progress.

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## Inspection judgements

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

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
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	1

### The quality of provision

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

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	1
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**

29 February 2008

Dear Pupils

Inspection of Wolfson Hillel Primary School, London, N14 4LG

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me about your school and your work. Your school is a good school and you are fortunate to follow an outstanding curriculum.

This is what you do really well:

- You achieve high standards in your end of year tests. By the end of Year 6, standards are above average in English and mathematics and science.
- You are kind to each other and look after each other.
- You follow an outstanding curriculum.
- Most of you concentrate very well in lessons and you obviously enjoy learning.
- You have very good attendance.
- The way your Jewish studies are integrated within the national curriculum is outstanding.

This is what can be done to make your school even better.

- Although the majority of your parents are pleased with the school, some have said they are concerned about the information they receive. I have asked the people in charge to help parents feel that communication between home and school is better.
- I have asked the teachers to keep a closer record of your progress as you move through the school and to help you all set individual targets as this will help you to learn even better than you do now.

Finally, I would like to thank you once again for all your help. I wish you well in the future and trust that you will continue to enjoy learning.

With best wishes

Sue Vale

Lead Inspector