

# Yesoiday Hatorah School

## Inspection report

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<b>Unique Reference Number</b>	105346
<b>Local Authority</b>	Bury
<b>Inspection number</b>	308837
<b>Inspection dates</b>	26–27 November 2007
<b>Reporting inspector</b>	Julie Price Grimshaw

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	540
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr N Halpern
<b>Headteacher</b>	Rabbi Dr Yodaiken
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Sedgley Park Road Prestwich Manchester Lancashire M25 0JW
<b>Telephone number</b>	0161 7736364
<b>Fax number</b>	0161 7733914

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a much larger than average school serving the Orthodox Jewish community in the local area, although some pupils travel from much further afield. The proportion of pupils from minority ethnic groups is just above the national average, and a significant minority have a home language other than English. The number of pupils with learning difficulties and/or disabilities is slightly below the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Yesoiday HaTorah is a good school. Some aspects of its work are outstanding, notably the very high quality of care provided for all pupils. A group of pupils expressed this by stating that 'Our school is like one big family'. Pupils respond very positively to the emphasis placed upon values such as respect, gratitude, honesty and self-esteem. The majority of parents are very pleased with the school's work and commend the efforts of all staff. One comment, which typifies their views, refers to the dedication of staff, 'not just in helping our children to achieve academic standards according to their abilities, but also to achieve emotional and social growth'.

Children enter the Nursery with skills that are typical of those expected for their age. As a result of good quality teaching, they make good progress throughout school to reach standards that are generally above average by the end of Year 6. However, standards in science are consistently lower than those in mathematics and English. Pupils clearly enjoy coming to school, and appreciate the warm, welcoming and caring environment. The very strong emphasis on personal development leads to pupils adopting extremely positive attitudes, and behaviour is outstanding. Pupils understand the importance of showing kindness and consideration to one another, and relish the opportunity to take on responsibilities as they progress through the years. The school is truly at the heart of the community, and many parents are keen to give their time and talents in supporting the work of the school.

The overall quality of teaching and learning is good. Positive relationships are evident in classrooms, and teachers ensure that lessons move at a brisk pace. Teachers use praise effectively to motivate and encourage pupils. This is reflected in their marking, although comments in books do not always inform pupils about the next steps they should take in order to improve their work further.

The school's outstanding curriculum successfully promotes both academic and personal development. Staff deliver both the National Curriculum and the Kodesh curriculum, which includes, for example, the study of Jewish history, Jewish Law and Hebrew. In recent years, the headteacher has carried out a great deal of research into a cross-curricular approach that integrates aspects of the Kodesh and the National Curriculum. This has been successfully introduced, and has had a very positive impact on pupils' learning. For example, in one lesson the study of an event in the Jewish calendar was linked to mathematics, history and science, while maintaining a focus on spiritual development and personal qualities such as gratitude and appreciation. Pupils engage enthusiastically in the concepts that form the basis of this study, and make good progress in developing a range of skills through this integrated approach.

The school's work with outside agencies and professional specialists is exemplary. The needs of each individual child are considered from the earliest stage, and some excellent collaborative work among staff ensures that pupils with learning difficulties are supported in a way that enables them to achieve as well as they are able.

Excellent quality leadership and management underpin the school's good work. The senior management team demonstrate a totally unified approach to school development. The school has made good progress since the last inspection and demonstrates good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start school with skills that are broadly typical for their age, although some aspects of reading, writing and calculation are relatively weak. They make good progress throughout the Foundation Stage because of the good teaching and support they receive. Progress in communication and language is very good, as children use Hebrew and English daily from their early days in the Nursery. By the time they enter Year 1 the majority of children are working securely within the ability range expected for their age. Good induction procedures ensure that children settle quickly and happily into school routines. They are eager to learn and show very positive attitudes to their learning. Behaviour is particularly good. The curriculum is good and provides a varied range of practical activities that effectively combines the Kodesh and the National Curriculum for the Foundation Stage. These activities, together with the good range of enrichment opportunities, engage the children's interest well. However, the outdoor provision for the Reception classes is underdeveloped, and this limits the children's learning experiences. Plans are in hand to bring about the necessary improvements. Relationships are excellent, children are safe and very well cared for and this contributes well to the good progress they make. Leadership and management are good, as are planning and assessment systems. The committed and enthusiastic staff work well as a team and have a good understanding of how young children learn.

### What the school should do to improve further

- Raise standards in science so that they are in line with those in English and mathematics.
- Ensure that teachers' marking makes clear to pupils what they need to do next in order to improve their work.

## Achievement and standards

### Grade: 2

When pupils start Year 1, their skill levels are in line with typical expectations for their age. Pupils make good progress throughout Key Stage 1 to reach standards that are above average overall by the end of Year 2. The school's focus on developing reading skills has been successful. As a result standards in reading were significantly above average in 2007. Standards in writing are usually just above average. In 2007, data show that there was a dip in standards to slightly below average. The school responded very quickly and put strategies into place to address this, and as a result the quality of pupils' written work has recently improved.

During Key Stage 2, pupils continue to make good progress overall. Achievement is particularly good in mathematics. Standards in English and mathematics are consistently above average, although science, where standards vary but are broadly average, is an area of relative weakness.

Pupils with learning difficulties and/or disabilities make outstanding progress due to the excellent care and individually tailored support that they receive. Similarly, high quality specialist input from staff ensures that pupils for whom English is an additional language make excellent progress.

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

### **Grade: 1**

Pupils really enjoy coming to school and many say that they are 'very happy, because our teachers make learning interesting and fun'. They have excellent attitudes to their learning and do everything that the school has to offer. This is reflected in their good attendance. Spiritual, moral, social and cultural development is outstanding. Pupils' understanding of their own culture and of moral values is excellent and shows itself in the way that pupils conduct themselves at all times. Behaviour is exemplary, and pupils show tremendous respect for school staff. New initiatives put in place since the last inspection are giving pupils a better understanding of other cultures. Pupils show their kind and caring nature through gifts to charities, both within their immediate community and the wider community. Older pupils show their genuine concern for younger pupils by willingly taking on responsibilities as playtime buddies and lunchtime monitors. They talk very knowledgeably about the need for regular exercise and a balanced diet, and know how to stay safe. They particularly enjoy ordering, organising and arranging the rides and games for a visiting funfair as an end of year treat, which all pupils thoroughly enjoy. Pupils leave the school with valuable personal and academic skills that prepare them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school ethos successfully promotes consistently high expectations in terms of pupils' behaviour, attitudes and standards of work. This impacts positively upon teaching and learning, resulting in an environment where pupils are very willing to work, not only independently but also cooperatively with staff and their peers. Lessons develop at an effective pace, with quality questioning and very good relationships in evidence. The children particularly enjoy practical activities as these increase active involvement, thus enhancing their learning and understanding. Suitable homework is set and completed regularly. This accelerates the learning process and enables parents to play an active role in their children's education. While planning is generally good, the use of assessment information by pupils to improve their own learning is still being developed. Staff mark work in an encouraging and conscientious manner, but sometimes they do not make clear to pupils what they need to do to improve their work.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum at Yesoiday HaTorah School is truly innovative. Since the last inspection, a holistic approach which combines the Kodesh and National Curriculum has been established and rigorously monitored. The result of this innovative project is a revised and deeply spiritual curriculum, which differs from its predecessor in terms of content and approach. Secure links are now made between the Kodesh and National Curriculum. For example, study of Exodus is now combined with cross-curricular topic work on Egypt. The school has shown commitment, flair and originality in creating this programme of study, which retains its ancient traditions, yet is presented to parents and children alike in a way that is attractive and meaningful. Great emphasis continues to be placed on personal and social education, encouraging self-respect and respect for others. The success of this is evident in pupils' attitudes towards visitors to the school, whose work effectively enhances the curriculum. This revised curriculum, which is

underpinned by a very secure understanding of how children learn, impacts positively on pupils' achievement. Provision in art and music is a strength of the school's work.

## **Care, guidance and support**

### **Grade: 1**

The vast majority of parents and pupils agree wholeheartedly with the view that every child really does matter in this school. Pupils are exceptionally well cared for and thrive in the happy and supportive learning environment; this has a very positive impact on their personal development. Relationships are excellent; pupils feel valued, safe and secure and know who to turn to with any worries they might have. All systems to safeguard pupils' health, safety and well-being are robust and meet current requirements. Pupils with learning difficulties and/or disabilities, those whose first language is not English and the more vulnerable pupils are very well supported by fully trained and highly skilled specialist teachers and classroom support assistants. This ensures that these pupils are fully included in all that the school has to offer and make excellent gains in their learning. Academic guidance is good. Pupils' progress towards their targets is monitored closely and staff have a clear understanding of the strengths and needs of each individual.

## **Leadership and management**

### **Grade: 1**

The outstanding quality of leadership and management demonstrated by the headteacher, his deputy and the assistant deputy headteacher is recognised by many parents, who were eager to praise their total dedication to this school. School leadership is successful in maintaining consistently above average standards in English and mathematics whilst very successfully integrating all elements of the school curriculum and ensuring exceptional personal development for pupils. In addition, the school shows exceptional ability to provide for pupils' care, guidance and support. All this results in it providing excellent value for money. All senior managers share a strong commitment to school improvement. This is characterised by great enthusiasm, combined with a high level of interest in current initiatives and, in particular, how these can be implemented for the benefit of the school and its pupils. Regular monitoring of teaching and learning has resulted in school managers gaining an accurate overview of the school's strengths and areas for development, and this in turn has led to very high quality improvement planning. The school workforce is skilfully managed, with senior leaders ensuring that the expertise of individual staff is recognised, developed and used effectively. It is clear that all staff are regarded as valued members of the school family, and their pastoral needs are carefully considered, for example, through the provision of an on-site crèche for their children.

Governance is good. Governors are very committed to all aspects of the school's work, and assist school managers by exploring issues in great detail. The budget is very well managed, and the school provides excellent value for money.

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## Annex A

## 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?	1
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	1

### 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	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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?	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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Inspection of Yesoiday HaTorah School, M25 OJW

Thank you very much for making my colleagues and me feel so welcome in your school. We really enjoyed talking to you, hearing your views and watching you learn.

Yesoiday HaTorah is a good school with outstanding features. One of the best things about your school is the excellent care shown to you by all the staff, and also the way in which you care for one another. It was wonderful to hear you talk about how much you appreciate the hard work that your teachers put into preparing your lessons! You told us that most of your lessons were fun and interesting, and we agree that teaching is good across the school. Your teachers give you lots of praise and encouragement, but sometimes the marking in your books doesn't tell you what you needed to do to improve further. We were so impressed by your outstanding behaviour, both in the classrooms and around the school. You are courteous, respectful and polite, and it was a pleasure to talk to you.

You make good progress during your time at school. In fact, some of you make excellent progress, because of the very high quality care and support provided by the staff. Standards in mathematics and English are usually high, but standards in science aren't quite as good. We could see that you love your art work, and many of you are good at music, too.

We visit lots of schools, but we have never seen a curriculum quite like yours. We thought that the way you studied the Kodesh and the National Curriculum together was excellent. We can see why you love the ideas that are such an important part of your studies. It was fascinating for us to see the way that you covered so many different subjects within the Kodesh curriculum. You told us that this helps you to learn, and develops your skills in Hebrew.

We have suggested that your school now aims to improve your work in science, so that it is as good as your English and mathematics. We have also asked staff to make sure that each one of you knows exactly what you need to do next in order to improve your work. You can help here, by making sure that you understand what you need to do next to improve your work, and asking your teachers if you are not sure.

We are delighted that you are proud to be pupils at Yesoiday HaTorah, and wish you well in the future.