

# Beis Yaakov Primary School

## Inspection report

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<b>Unique Reference Number</b>	133365
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	316102
<b>Inspection date</b>	18 October 2007
<b>Reporting inspector</b>	Derek Watts

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>	Girls
<b>Number on roll</b>	
School	459
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jonathan Rabson
<b>Headteacher</b>	Mrs Helena Cohen
<b>Date of previous school inspection</b>	18 November 2002
<b>School address</b>	373 Edgware Road London NW9 6NQ
<b>Telephone number</b>	020 8905 9590
<b>Fax number</b>	020 8200 7130

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<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school, investigated and evaluated the following aspects: achievement and standards, personal development and well-being, teaching and learning, the curriculum, care, guidance and support and leadership and management. The following areas emerged from the school's pre inspection documentation as specific areas to be explored:

- the factors leading to consistently good progress in Years 3 to 6
- the action being taken to improve achievement and standards in Years 1 and 2
- the effectiveness of the school's procedures for monitoring and promoting good attendance.

## Description of the school

Beis Yaakov is a much larger than average primary school providing education for girls of the Orthodox Jewish faith. The vast majority of pupils come from white backgrounds. The proportion of pupils with learning difficulties and disabilities is above average. An established headteacher retired in August 2007 and an interim headteacher was appointed to the post in September 2007 until a permanent post holder is appointed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Beis Yaakov is a good school with outstanding aspects to its work. Pupils achieve well because of good teaching. Outstanding pastoral care and the very positive school atmosphere leads to pupils' outstanding personal development and well-being. Parents and the community hold the school in high regard and are very pleased with care and education provided. Typical comments from the parental survey included, 'We are very happy with the school's ethos and values', 'Superb atmosphere', and 'Our children are doing really well'.

Good leadership and management are key factors contributing to the school's effectiveness and success. The interim headteacher has settled quickly and receives strong support from senior leaders. The school has been well led over the years and has been particularly effective in promoting pupils' personal development. Leadership responsibilities are effectively shared. All leaders make a valuable contribution to the school's effectiveness and to improvement. Performance is systematically reviewed and the school uses the findings well to guide planning for improvement and to set challenging targets. The governing body are actively involved in the life of the school. They are committed; provide good support and constructive challenge. There is a positive culture among the staff and the interim headteacher, staff and governors are committed to making the school even better. Improvements to assessment and the raising of standards in Years 1 and 2 demonstrate a good capacity to improve.

Pupils make good progress overall because of good teaching and a well-planned curriculum. The purpose of lessons is always made clear so that pupils know what they are expected to learn. Excellent relationships have been established between teachers and their pupils. Teachers' instructions, demonstrations and explanations promote learning well. Pupils are enthusiastic learners who respond well to their teachers. Pupils commented, 'Lessons are interesting and fun'. They work well collaboratively in pairs and in groups. Good opportunities are provided for discussion and as a result, most pupils are confident and articulate speakers. Occasionally in Years 1 and 2, tasks are not always matched well enough to pupils' abilities and needs so that the rate of learning slows. Nevertheless, standards have steadily improved in Years 1 and 2 from the below average levels of 2005 because of positive action taken by the school. Standards by the end of Year 2 are above average overall but pupils are doing better in writing and mathematics than in reading. Better assessment and tracking, changes to teaching and the successful introduction of writing initiatives have contributed to these improvements. Leaders are aware that there is still more to do to ensure that teaching has a greater impact on raising the achievement of pupils in Years 1 and 2. Although there is good teaching, in some lessons tasks are not challenging enough for all pupils. Pupils in Years 3 to 6 make consistently good progress in English, mathematics and science because of lively and skilful teaching. By the end of Year 6, standards are usually above average. The most recent 2007 national test results indicate that standards are exceptionally high in English, mathematics and science. A good range of additional activities contribute to pupils' enjoyment and interests. Popular clubs include gymnastics, hockey, netball, keyboard and recorder. Although the governors have made every effort to secure a new site, the current accommodation is limited and continues to constrain the school's ability to expand its provision.

Outstanding pastoral care and good guidance and support contribute significantly to pupils' academic and personal development. The school has established effective systems to assess and track pupils' attainment and so teachers have a good overview of how well each pupil is doing. Pupils are set clear individual targets in literacy and numeracy so that they know what

they are working towards to improve. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils thoroughly enjoy school and this is reflected in their enthusiastic participation in lessons and other activities. The school works hard to monitor and promote good attendance. Attendance levels are just above average. High expectations by staff and outstanding relationships lead to exemplary behaviour. Pupils show an excellent understanding of the importance of healthy eating, taking regular exercise and keeping safe. Pupils thrive on additional responsibility. For example, members of the school forum take their responsibilities seriously improving playground markings and equipment. Pupils contribute very well to the local and wider community by raising funds for charities. Pupils high standards in literacy and numeracy and their outstanding personal and social skills prepares them exceptionally well for the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Nursery with knowledge and skills expected for their age. Since the last inspection, there have been significant improvements to the foundation stage curriculum particularly to outdoor learning facilities. Good teaching and an interesting curriculum give children a good start. Teachers and assistants provide a good blend of direct teaching and allowing children to explore, work creatively and independently. Children are enthusiastic learners and make good progress. The school's accurate and clearly recorded assessments show that by the end of Reception children's attainment is above expectations in all areas of learning. The school has identified that improving transition from Reception to Year 1 is a priority for improvement.

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

- Raise achievement and standards further in Years 1 and 2 by ensuring that tasks are always well matched to pupils' abilities and needs.

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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?	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	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

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	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?	2
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	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

30 October 2007

Dear Students

Inspection of Beis Yaakov Primary School, London, NW9 6NQ

Thank you so much for welcoming me into your school and showing me your work. I enjoyed the visit and would like to tell you what I have found. Beis Yaakov is a good school with some outstanding features. This is a school you can be very proud of.

These things are strengths of the school:

- you enjoy school and take part in activities with enthusiasm
- the school is a very friendly, caring and pleasant place to be
- behaviour is outstanding in lessons and around the school
- children in Nursery and Reception get off to a good start
- teaching is good, which is why you learn so much
- a good range of learning activities are provided for you
- the school is well led and managed by the headteacher and other senior staff
- you show considerable care and respect for other pupils and adults
- staff know you very well; they take outstanding care of you and give you good support
- your parents are very pleased with the school.

There is one area that the school has been asked to improve:

- teachers in Years 1 and 2 could help you make even more progress by ensuring that work is always challenging.

Finally, thank you once again for all your help. I wish you all the best for the future.

With kind regards,

Derek Watts

Lead Inspector