

# 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>	335700
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Alison Cartlidge

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 of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Hotz
<b>Headteacher</b>	Anthea Abery
<b>Date of previous school inspection</b>	5 September 2006
<b>School address</b>	Glengall Road Edgware Middlesex HA8 8TE
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<b>Fax number</b>	020 89054853
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 204 parents and carers, 98 pupils and 34 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work and looked in detail at the following:

- how well pupils, especially the more able, use their writing and information and communication technology skills across the curriculum
- the involvement of pupils in assessing their learning
- the balance between teacher-led and child-initiated activities in the Early Years Foundation Stage
- the impact of care, support and guidance on pupils' enjoyment and achievement.

## Information about the school

Pupils come to this large Jewish Orthodox primary school from Edgware and the surrounding area. The proportion of pupils entitled to free school meals is low. The school has an above average proportion of pupils who have special educational needs and/or disabilities. These pupils have a range of needs, with almost half having behavioural, emotional and social difficulties. Children in the Nursery and Reception classes are taught in a separate building half a mile from the main school. During the inspection the school was running a science week and as a result the pattern of lessons differed from the usual timetable.

The school has received several awards including the Silver Travel Award and the Happy Project award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The bright and lively pupils are very enthusiastic about attending this good school. They are right when they told us that, 'The school is very caring' and, 'All the teachers help you'.

Children make an excellent start to their education in the Early Years Foundation Stage, where high staffing levels and exciting activities support children's learning exceptionally well. Good teaching between Years 1 and 6 enables pupils, including those who have special educational needs and/or disabilities, to learn quickly in most lessons. Teaching is effective because teachers share their good subject knowledge and ask probing questions to encourage pupils to think. For example, in a good lesson in Year 2, questioning enabled pupils to explore their emotions honestly when considering how to deal with a falling out between friends.

Pupils make good progress and standards are high by the end of Year 6. Pupils are confident and articulate, because they know that their views and ideas will be respected. However, on occasions, a few pupils become inattentive and do not listen well when the topic does not interest or challenge them enough. Pupils achieve high standards, but have too few opportunities to take the initiative in their learning by working independently or using skills learnt in information and communication technology (ICT) lessons to support learning in other subjects. Teachers are good at congratulating pupils when they have worked well; however, they do not consistently show pupils how to improve next time, or involve pupils in thinking about how well they have done.

Pupils feel safe at school because members of staff are friendly and approachable. Pupils' behaviour is good. They are exceptionally good at taking responsibility in school and the local community. They make suggestions about how to make the school even better and carry out various helpful tasks. They show respect for others by being polite and are extending well their understanding of cultural diversity in Britain, especially in Years 5 and 6. Their attendance levels are well above average and this contributes to their good progress.

Good procedures for self-evaluation and monitoring teaching and learning enable leaders to know what needs to be done next to make the school better and high standards have been successfully maintained since the last inspection. The school has a good capacity to improve further. Senior leaders are good at judging how successful lessons are, although written guidance provided for teachers is not specific enough to ensure swift professional development.

**What does the school need to do to improve further?**

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- Improve teaching so that nearly all lessons are good or better by:
  - giving pupils greater opportunities to take the initiative in their learning
  - consistently using marking to provide clearer guidance on how pupils can improve
  - involving pupils more in assessing how well they are doing.
- Develop the curriculum so that pupils have greater opportunity to use their ICT skills to support learning in other subjects.

**Outcomes for individuals and groups of pupils****1**

Pupils are very enthusiastic about coming to school and their keenness to learn contributes well to their outstanding achievement. For example, pupils in Year 6 enjoyed exploring the properties of cornflour paste when considering if it should be classified as a solid or a liquid. They make positive comments about their teachers and friends such as, 'You make lots of friends and the teachers are really kind'. Their behaviour is good in most lessons and around the school, although they are sometimes over-boisterous on the playground. Pupils are good at cooperating with each other when working in small groups or pairs. For example, in a Year 5 lesson, pupils worked together sensibly to melt various substances as part of an investigation into reversible changes.

Attainment is high by the end of Year 6. Pupils are very articulate, although occasionally they are less good at listening to others when discussions have gone on for too long or are not sufficiently challenging or interesting. When this happens they become inattentive and fidgety. Girls and boys, including those who have special educational needs and/or disabilities, make good progress during their time at the school, although they learn more quickly in some lessons than in others. Pupils are prepared well for the next stage of their education and later life. They develop excellent subject knowledge, but they have comparatively few opportunities to use knowledge and skills independently and, consequently, progress in taking the initiative in their learning is slower.

Members of staff are caring and develop supportive relationships with the pupils and, as a result, pupils' spiritual, moral, social and cultural awareness is good. The school is working well to increase pupils' knowledge and understanding of other cultures through links with other schools. Pupils make an outstanding contribution to the community. They help make the school even better and raise funds for charity. The school council is right to be proud of the Silver Travel Award they contributed towards achieving. Pupils have an excellent understanding of how to stay healthy and younger pupils deserved the Happy Project award for healthy living. Pupils find the 'Rosh Nosh' (school lunches) to be 'nice and healthy' and enjoy physical activities such as the wide range of sports clubs and the 'Take 10' daily exercise sessions. Pupils feel very safe at school and typically say 'the school is very caring and safe'. Occasionally they are unaware of the importance of taking care when rushing around outside.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers provide clear instruction in lessons and share their thorough subject knowledge effectively to ask challenging questions. However, they do not always give all pupils the opportunity to take part in discussions, and when this happens a few pupils become inattentive. They use the interactive whiteboards well to help pupils learn. For example, in a good lesson in Year 1, pupils enjoyed helping 'Blinky' the caterpillar to find sentences that were instructions. Pupils are particularly enthusiastic about practical activities such as carrying out science investigations. They are not always given sufficient opportunities to take the initiative, and think about how they might plan a test for themselves.

The curriculum is good, and provision for the more able writers has been recently strengthened with beneficial results. Opportunities for pupils to keep fit and healthy have recently improved, and pupils are very enthusiastic about taking exercise and eating sensibly. While pupils learn good ICT skills during specific lessons, there is too little equipment available for them to practise and extend what they have learnt during lessons in other subjects.

Members of staff provide good care, guidance and support for pupils. Teaching assistants provide well-judged support for pupils who have special educational needs and/or disabilities. Teachers use questioning well to assess pupils' understanding. Marking is supportive but occasionally it does not make clear enough how pupils can

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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improve their work. Pupils who have fallen behind in their learning are quickly identified and specific support programmes have a positive impact on their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders work together well as a team and have complementary skills that are used effectively to drive the school forward. Good monitoring and self-evaluation have given leaders an accurate understanding of strengths and the areas that could be improved further. An established programme of lesson observations takes place and while teachers gain valuable feedback, on occasions they are not given specific guidance on how to improve. Leaders and managers have been particularly successful in improving provision for children in the Early Years Foundation Stage, further demonstrating that the school has a good capacity to go on improving. The school has identified the right priorities to develop next. For example, leaders wish to increase the provision for ICT. The school's good commitment to equal opportunities is demonstrated by the way they track the progress of individuals carefully.

Governance is satisfactory. A new governing body is being trained to enable it to fulfil its role of providing the right level of challenge and support. Governors come from a wide range of backgrounds and are committed to being diligent in their duties. Governors are kept well informed by the headteacher, understand what the school does well and have high expectations for the future. The school sets and achieves its challenging targets.

Leaders work together well with parents and outside agencies to support pupils and to ensure that there are no forms of discrimination. At the time of the inspection the school's safeguarding arrangements were found to be good. The school promotes community cohesion successfully because it has good links with other local schools and globally. It is right to be looking to expand links with a contrasting school, so that all year groups learn more about various cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

Most children join the school working at or beyond the expected levels for their age group. They make excellent progress and attainment is high by the time children enter Year 1. Members of staff provide a very good balance of teacher-led activities and those that children have chosen for themselves. Tasks are highly challenging and stimulating, creating a real buzz of learning in lessons and expanding the children's imaginations. For example, children enjoyed using spaghetti and marshmallows to construct models of small creatures. Adults constantly interact with the children and ask questions that expand the children's knowledge and vocabularies exceptionally well. Members of staff take a genuine interest in what children have to say and consequently children grow quickly in confidence and behave very well. Children show real independence when selecting tasks for themselves from the accessible resources, and cooperate with each other sensibly when building castles and ships. Members of staff work together very well as a team and provide a wide range of exciting activities indoors and outside. Leadership is excellent and there is an awareness that activities should be constantly monitored to ensure that they appeal equally well to girls and boys. An increase in multicultural experiences is raising the children's awareness of how other people live. Very thorough induction arrangements and strong links with parents help to put children's welfare high on the agenda and consequently their personal needs are met extremely well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

Most parents and carers are pleased with the work of the school and support their children well at home. They make positive comments such as, 'Such a nurturing and secure, caring environment', and, 'My children are very, very happy at school'. A few parents expressed concerns over pupils' behaviour and the amount of physical activity pupils take part in. The inspection team agrees with the parents' positive views. Inspection evidence revealed that there are occasions when a few pupils are inattentive in lessons when the work is insufficiently challenging or interesting. This term, school leaders have been taking suitable steps towards expanding opportunities for physical education as part of a sports partnership. A few parents would also like the school to take greater account of their suggestions and the school acknowledges that they could do more to consult parents.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosh Pinah Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 204 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	141	69	59	29	2	1	0	0
The school keeps my child safe	169	83	34	17	1	0	0	0
The school informs me about my child's progress	101	50	96	47	4	2	0	0
My child is making enough progress at this school	92	45	106	52	3	1	0	0
The teaching is good at this school	103	50	95	47	1	0	0	0
The school helps me to support my child's learning	94	46	96	47	7	3	0	0
The school helps my child to have a healthy lifestyle	114	56	82	40	6	3	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	96	47	73	36	6	3	1	0
The school meets my child's particular needs	88	43	102	50	12	6	0	0
The school deals effectively with unacceptable behaviour	81	40	98	48	16	8	1	0
The school takes account of my suggestions and concerns	75	37	107	52	13	6	1	0
The school is led and managed effectively	100	49	92	45	6	3	1	0
Overall, I am happy with my child's experience at this school	117	57	79	39	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 December 2009

Dear Pupils

Inspection of Rosh Pinah Primary School, Edgware HA8 8TE

Thank you for being so helpful during our visit. We are pleased that you enjoy your education. Like you, we believe yours is a good school.

These are the best things about your school

- Interesting activities help you to learn exceptionally quickly in the Nursery and Reception classes.
- By the time you leave school in Year 6 you have progressed well as a result of good teaching. You do very well in English, mathematics and science.
- You have an excellent understanding of how to stay healthy, and it is very good that you enjoy the healthy meals served by 'Rosh Nosh'.
- It is excellent that you enjoy being helpful in school and in the local area.
- We agree with you that your teachers are caring.
- Your headteacher and other leaders know what needs to be done to make the school even better.

These are the things we have asked your school to do next

- Help you to make choices about your learning.
- Always use marking to help you improve your work.
- Give you more opportunities to think about how well you are learning in lessons.
- Provide more chances for you to use your ICT skills to help you learn in other subjects.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always listen when others are speaking.

Yours sincerely

Alison Cartlidge

Lead inspector

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