

Clore Tikva School

Inspection report

Unique Reference Number	131682
Local Authority	Redbridge
Inspection number	341193
Inspection dates	4–5 May 2010
Reporting inspector	Martin Beale

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Dr Richard Burack
Headteacher	Lenna Rosenberg
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 26 lessons observing all teachers at least once and held meetings with staff, groups of pupils and the Vice Chair of the Governing Body. They observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. The team analysed 136 parental questionnaires and looked at responses to the school's own survey of staff and pupils.

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

- the impact of the action taken to improve progress in writing
- the impact of subject and phase leaders on achievement in their areas
- how well marking, individual feedback and the use of targets are helping pupils to improve the quality of their work.

Information about the school

This large school serves the Jewish community in the area and also admits pupils of other faiths. Most pupils are from White British backgrounds and few are from homes where English is not the first language. Free school meal eligibility is below average. The proportion of pupils with special educational needs and/or disabilities is below average but the number with a statement for special educational needs is well above average, and rising. The largest groups are pupils with speech and language or specific learning difficulties. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has received the Silver Artsmark award and achieved Healthy Schools status. The school runs a breakfast club and other extended provision and hosts a privately run after-school club.

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?

3

The school's capacity for sustained improvement

3

Main findings

Clore Tikva School is a satisfactory school. It has great strengths in its provision. The most significant of these is the high quality of care, support and guidance, particularly for its more vulnerable pupils such as those with more acute learning difficulties. The school provides a safe and welcoming learning environment for all pupils. One result is that pupils say they feel very safe, which is a view echoed by parents in their responses to the questionnaire.

With skills as expected for their age on entry, the youngest children make good progress in the Nursery and Reception classes. They achieve well and become confident learners because all adults in these classes know just when to intervene to move their learning forward. Although this is not always built upon consistently in the rest of the school, the pupils make the progress expected of them in Years 1 to 6. Pupils' attainment has fallen since the last inspection and is average. Writing was the weakest area and has been the subject of attention this year. Improvements are evident, although pupils have insufficient opportunities to develop their skills in a range of subjects and contexts, and their handwriting and presentation are untidy.

Although achievement is satisfactory overall, the quality of teaching is inconsistent across the school, so that the pupils make uneven progress. In the most effective lessons, teachers generate pace and enthusiasm for learning by adopting a variety of interesting activities and ensuring that all pupils participate in discussions. However, this does not happen in all classes. At times, teachers do too much of the talking and do not engage all of the pupils in their lessons. As a result, their concentration can falter and the pace of their learning slows. Furthermore, marking does not always help pupils to improve the quality of their work.

The pupils' spiritual, moral, social and cultural development is outstanding. They are very sensitive and show great respect for the needs, interests and feelings of others. They develop a strong moral code based on their religious beliefs and build strong and lasting relationships. They have a very sharp understanding of the influences which have shaped their own cultural heritage. There is a strong international dimension to the pupils' experiences, enhanced by close links with a school in northern Israel, offering the pupils opportunities to experience life in a different country. This supports the excellent contribution pupils make not just to the life of the school but also to the wider community.

The staff team shares the headteacher's commitment to broadening the pupils' experiences still further. Governors play a prominent role in the school by challenging underperformance such as in writing and being fully involved in strategic planning.

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Nevertheless, while the school's qualities are generally understood, self-evaluation does not provide a sufficiently secure platform from which to plan for the school's improvement. Furthermore, planning does not always focus sharply on how actions undertaken are to improve the pupils' achievement. For these reasons, the school's capacity to improve is merely satisfactory.

What does the school need to do to improve further?

- Promote the development of writing across subjects and in a wider range of contexts, and improve the pupils' handwriting and presentation of their work.
- Accelerate the pupils' progress and engage them further in the learning process by:
 - using more effective questioning techniques to check pupils' understanding and extend their thinking
 - enabling pupils to apply their information and communication technology (ICT) skills to support learning more consistently and coherently
 - ensuring that pupils are clear about their targets and receive clear written feedback on how to achieve them
 - involving pupils in assessing their own progress and that of their peers.
- Sharpen school evaluation processes by using evidence from monitoring provision and analysing assessment data to inform future planning.

Outcomes for individuals and groups of pupils**3**

From above average in 2007, results for Year 6 pupils in the national tests have fallen, particularly in English, and were broadly average in all areas in 2009. Pupils who have special educational needs and/or disabilities, including those who have speech and communication or specific learning difficulties, make satisfactory progress towards their individual targets. Lesson observations show that pupils learn and develop their understanding at a satisfactory rate. They are keen to do well and most persevere with the tasks they are given, such as when Year 1 pupils were engaged and focused for a long time as they undertook various activities to consolidate their understanding of number. When the opportunity arises, teamwork and collaboration enable the pupils to share ideas and learn through discussion.

Pupils feel very safe in school and have the confidence to confide in staff because they know their concerns will be dealt with sensitively. As an older pupil said, 'The school does very well at helping children learn how to stay safe.' They learn how to deal with risks faced in their everyday lives such as when using new technology. Most understand how to adopt a healthy lifestyle, but not all make sensible choices about their lunchtime diet. Behaviour is good and pupils of all backgrounds work and play happily together. Bullying is rare and the pupils know what to do and where to go if it happens. Pupils attend regularly and are punctual to school. They have a genuine voice in school developments. They take their responsibilities with pride and contribute greatly to their faith community and to the world beyond through their participation in the religious

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education film 'Voices of Faith'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is not having a consistent impact on learning across the school. Paired talk and group work are promoted well in the most effective lessons and questions are used skilfully to make pupils think and check their understanding, but these techniques are limited in other lessons. Seen to good effect, skilled questioning elicited thoughtful responses from Year 6 pupils when they were given thinking time to respond to the manifesto for the 'Nasty Teachers Party' banning playtimes. While the majority of the large number of support staff work effectively with individuals or groups, on occasions they are not deployed to the best effect. Marking is too variable and does not consistently provide pupils with sufficient feedback on how to improve and meet their targets. Furthermore, pupils have few opportunities to assess their own work or that of their peers.

The pupils' experiences are broadened by a wide range of educational visits and visitors to the school. Music makes a major contribution to school life as recognised by the

¹ 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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national award for the school's work in the creative arts. Appropriate attention is paid to teaching key skills but not consistently to developing literacy and numeracy across subjects. Furthermore, pupils have relatively limited opportunities to use ICT to support their learning across a range of subjects.

Support for pupils with special educational needs and/or disabilities, particularly those with higher levels of need, is well led and managed, with programmes carefully tailored to meet their individual needs. The support of external agencies is sought where necessary and is used to very good effect. Excellent transition arrangements help pupils to settle in to school quickly, and smooth their move on to the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is ably supported by the deputy headteacher in making sure her ambitions for the pupils are supported by all staff. Other leaders play a more effective role than at the last inspection and are involved in a wider range of activities to support the performance of their colleagues. Targets are adequately challenging and progress towards them carefully checked, although the data available is not consistently used to identify the impact of any action they have been taking to improve achievement. Furthermore, as a small minority of staff have pointed out, opportunities for professional development to improve their teaching are relatively limited.

Governors rigorously ensure that everyone works in a safe environment, and that all arrangements for safeguarding the welfare of the pupils are fully met so that anyone working with children in the school is properly vetted. Parents feel well informed about their children's progress and development, but as some have pointed out, their views are not sought systematically and used to inform priorities for development.

Promoting equality of opportunity and tackling any discrimination is at the heart of all that the school does. One result is that this is a very cohesive school, where everyone feels valued. Senior leaders and governors have a clear understanding of the context within which the school operates and have planned many activities to help promote community cohesion. However, this is another area where they have not evaluated the impact of their work sufficiently so that they can identify what should be done next. Links with outside organisations give good value for money as the school would not be able to support pupils or enrich their experiences without their additional expertise.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

As a result of their good progress in the Nursery and Reception classes, most children reach or exceed the attainment expected of them at this age by the time they enter Year 1. The children are taught well in a stimulating environment full of interesting activities, which support all areas of their learning and take careful account of their interests. They enjoy learning and develop enquiring minds because of the good balance struck between adult-led activities and those developed by the children themselves. However, there are occasions when the children can spend too long on the carpet listening to their teacher and the purpose behind activities is not always made clear. Relationships are warm and friendly throughout all classes, helping the children settle in quickly on arrival. They are motivated to learn and understand about making healthy and safe choices. Comprehensive assessment is used to plan the next steps in each child's learning and to identify quickly children experiencing difficulty with their learning so they can receive additional support. Rigorous attention is paid to ensuring that the children are kept safe at all times. They behave responsibly because all adults reinforce what is expected of them.

There is a sharp focus in the staff team on supporting and improving the children's experiences. This is based on a clear plan of action, which identifies priorities for development through the careful analysis of data and detailed observations of the children. A focused training programme provides good support for all adults in the setting, and takes into account their experience and evidence from observations of them at work.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are happy with some aspects of the school but a small minority have concerns about others. Almost all report that their children enjoy school and feel safe. Inspection evidence supports the view of parents that their children are well prepared for the future. While parents feel teaching is good, the inspection team found it to be satisfactory. Inspection evidence does not support the views of parents who feel that the school does not deal effectively with unacceptable behaviour. There is some evidence to support the responses of some parents that the school could do more to promote healthy living.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clore Tikva 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 inspector received 136 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	58	54	40	3	2	0	0
The school keeps my child safe	94	69	37	27	5	4	0	0
The school informs me about my child's progress	53	39	74	54	8	6	0	0
My child is making enough progress at this school	56	41	67	49	10	7	2	1
The teaching is good at this school	67	49	64	47	4	3	0	0
The school helps me to support my child's learning	58	43	60	44	15	11	1	1
The school helps my child to have a healthy lifestyle	64	47	58	43	14	10	0	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)	52	38	63	46	5	4	0	0
The school meets my child's particular needs	55	40	72	53	6	4	1	1
The school deals effectively with unacceptable behaviour	43	32	71	52	13	10	8	6
The school takes account of my suggestions and concerns	44	32	67	49	19	14	2	1
The school is led and managed effectively	62	46	56	41	15	11	2	1
Overall, I am happy with my child's experience at this school	71	52	59	43	5	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



6 May 2010

Dear Pupils

Inspection of Clore Tikva School, Barkingside IG6 2JN

Thank you all very much for your friendliness and help when we visited your school recently. We were pleased to see how much you enjoy school and we agree with you that your teachers take very good care of you. You behave well and those of you who have special jobs, like members of the school council, carry out your duties responsibly. Thank you for sharing your views with us. The youngest children make a good start in the Nursery and Reception classes. You make satisfactory progress during your time in school. Most of you reach the standards expected by the time you leave in Year 6.

Your headteacher, other staff and governors are trying hard to make the school even better. The three things we have asked them to do are to:

- plan lessons to help all of you learn better, involve you more in your learning and make marking more helpful so that you understand how well you are doing
- provide you with more opportunities across subjects to develop your writing skills, and help you to improve your handwriting and the presentation of your work
- develop systems to make sure that all the new ideas they introduce really benefit your academic and personal development.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to show pride in your school and working hard.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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