

The Noam Primary School

Independent school inspection report

DCSF registration number	304/6112
Unique Reference Number (URN)	131952
Inspection number	345365
Inspection dates	1 February 2010
Reporting inspector	Rabbi Dr Chanan Tomlin

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection which focused principally on: the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

The Noam Primary School is an independent orthodox Jewish school in North-West London for boys and girls aged from three to eleven years. The school was founded in 1999 to accommodate the rising demand for a high quality religious and secular education from within the local Jewish community. The school started with a Reception class of six pupils. It has now developed into a full-scale single-form-entry primary school with a nursery. Currently there are 154 pupils on roll, of whom 37 are funded under the Nursery Voucher Scheme. Seventeen pupils have special educational needs, none of whom has a statement of special educational needs. The vision of the school is, 'to imbue in its pupils a love of learning and an understanding of the principles of care and respect for all people'. The school's ethos is founded on the concept of, 'the transmission of Jewish heritage to pupils who are going to be stakeholders in the modern world'. The school was last inspected in May 2007.

Evaluation of the school

The overall quality of the education provided by The Noam Primary School and the overall effectiveness of the Early Years Foundation Stage are good. The school meets its aims. A good curriculum and good teaching ensure that pupils make good progress. The spiritual, moral, social and cultural development of the pupils is outstanding. The school meets all of the regulations and since the last inspection has improved its arrangements for the safeguarding of pupils, which are now fully compliant.

Quality of education

The overall quality of the education provided is good, including in the Early Years Foundation Stage. The integrated curriculum, which embraces both Kodesh (religious studies) and Chol (secular studies), is good. This equal emphasis on both strands

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

promotes pupils' understanding of Jewish religious practices, history and culture in conjunction with meaningful experiences of secular areas of learning. The Chol curriculum broadly follows National Curriculum guidelines for technology, art and design, physical education, history, geography and music, in addition to the core subjects of literacy, numeracy and science. The school has good regard for the Every Child Matters outcomes. Subjects are underpinned effectively by appropriate schemes of work and good short-term planning. There is good provision for the basic skills of literacy and numeracy. Pupils, including those with special educational needs and/or disabilities, make good progress by the time they leave in Year 6. Personal, social and health education is good and pupils are well-prepared in both strands of the curriculum to move on to secondary school. A wide range of extra-curricular activities, including clubs for art, cookery, multi-sports, drama, recorder, mathematics and school choir, contribute well to the pupils' enjoyment of learning and their personal and social development.

Teaching and assessment are good from the Early Years Foundation Stage onwards. Teachers have excellent subject knowledge. They use a good variety of resources and pace lessons well. In most lessons, pupils are engaged and interested. Some lessons are exceptionally well-structured and challenge pupils to think for themselves and share ideas. In these lessons, pupils take part in lively debates and express themselves freely. Some marking is very detailed and gives pupils clear guidance. However, sometimes marking is basic, especially in Kodesh. Assessment is ongoing, and consistent tracking determines how each pupil progresses from year to year. Assessment includes national tests at the end of Key Stages 1 and 2 and these are optional for Years 3 and 5. In addition to this, teachers assess pupils' progress when they finish topic work and through regular testing in Kodesh and Chol. Pupils' progress is good as is evident in excellent national test results and the clear progression in skills and competencies from year to year.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the pupils is outstanding, including that of children in the Early Years Foundation Stage. At the core of the ethos of the school is the development of pupils' middos, the desirable personal traits of responsibility, modesty and consideration. Pupils who graduate from the school are confident, well-adjusted children who express themselves clearly and have positive attitudes towards learning. Pupils enjoy school as is evident in high levels of attendance and the attentiveness that they display in class. Pupils take responsibility for their actions and are especially keen to make a good impression in public. They have often been praised by visitors and members of the public for their impeccable behaviour and consideration of others.

Pupils in Year 6 develop their entrepreneurial skills by organising, preparing and selling lunch in school one day during the summer term. Pupils take part in regular drives for world charities as well as fund raising activities for the school. The school

council, which is elected by the pupils, runs school and community initiatives, such as recycling campaigns and a playground buddying system. On Rosh Chodesh, the first of each Jewish month, they help run the school tuck shop. Pupils in Year 6 develop their sense of responsibility by acting as monitors for younger classes. The 'School Show' and the Year 6 graduation are highlights of the year when pupils share their talents with peers, parents and guests. The school choir performs for the pupils, at the 'School Dinner' and at an annual inter-school performance.

Behaviour in classes, around the school and outdoors is consistently good and sometimes outstanding. Pupils are courteous, welcoming and respectful to guests. They have a genuine appreciation of their own culture and cherish expressions of their Jewish heritage. They learn about other cultures through theme weeks, multicultural books and geography, and display respect and tolerance to people of other faiths and cultures.

Safeguarding pupils' welfare, health and safety

The provision for pupils' welfare, health and safety, including those in the Early Years Foundation Stage, is good, and has improved since the last inspection because all of the safeguarding requirements are now fully in place. The school has an effective child protection policy and all staff training is up-to-date. Staff have a high level of commitment to pupils' well-being and are rigorous in ensuring that pupils are safe at all times. Risk assessments now apply to all possibilities in school and for outings outside of school. Positive management of pupils' behaviour in class reduces the chances of bullying and, on the few occasions that pupils are bullied, it is dealt with swiftly and effectively. Pupils know how to stay safe and are taught about how to be healthy, although this is an area that is not yet fully developed. For example, the school has a rule that only healthy snacks are brought to school, but this is not enforced.

Behaviour is good and sometimes outstanding as pupils put into practice the teachings of the Kodesh curriculum. Teachers work closely with parents and other agencies to provide the highest level of safety in the school environment. There is a suitable three-year plan to promote the school's disabilities and discrimination policy but provision is constrained to some extent because the building is shared with members of the synagogue.

Correct procedures are in place to check the suitability of all adults who are in contact with pupils, including children in the Early Years Foundation Stage. The single central register complies with statutory requirements. The school is aware of its responsibility in respect of the Independent Safeguarding Authority.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good because there is a good, well-planned curriculum that is suited to the ages and needs of the youngest children and outcomes for them are good. It is practical, active and fosters

independence, responsibility and childrens' social, emotional and personal development well. It skilfully weaves in the necessary Kodesh elements for this age range.

Provision is good. Sufficient emphasis is placed on play when children start in the Nursery class and the beginning of letter recognition is skilfully linked to the Kodesh curriculum. Children make things, grow seeds and learn how to cooperate and share their toys. They enjoy singing and look happy when they are involved. Children in the Reception class are introduced, by stages, to reading, writing, number and speaking and listening skills through well-organised group work which allows them to complete activities independently but with adult support when necessary. Welfare and safeguarding arrangements are good and children's safety and well-being are paramount. The leadership and management of the setting are good and consistently drive for improvement. Records are comprehensive and informative of children's progress. There are good and supportive links with parents and carers. The school is constrained in providing outdoor play facilities and activities for children to choose for themselves because there is no direct access from either classroom. At present children go outside with adults at given times of the day.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development.

- Improve consistency in marking, especially in Kodesh.
- Strengthen awareness of the importance of healthy lifestyles and healthy eating.
- Improve the outdoor learning environment for the Early Years Foundation Stage as soon as is practicable.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality and effectiveness of the Early Years Foundation Stage

What are the outcomes for children in the Early Years Foundation Stage?		✓		
What is the quality of provision in the Early Years Foundation Stage?		✓		
How effective is the leadership and management of the Early Years Foundation Stage?		✓		
How good is the overall effectiveness: how well does the school meet the needs of children in the Early Years Foundation Stage?		✓		

School details

Name of school	The Noam Primary School		
DCSF number	304/6112		
Unique Reference Number (URN)	131952		
Type of school	Jewish Primary School		
Status	Independent		
Date school opened	September 1999		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 87	Girls: 67	Total: 154
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,990		
Address of school	8–10 Forty Avenue Wembley Middlesex HA9 8JW		
Telephone number	020 8908 9491		
Fax number	020 8908 5071		
Email address	Noamprimary_school@hotmail.com		
Headteacher	Mrs S Simmonds		
Proprietor	Mrs T Weisz		
Reporting inspector	Rabbi Dr Chanan Tomlin		
Dates of inspection	1 February 2010		