



INDEPENDENT SCHOOLS INSPECTORATE

NAIMA JEWISH PREPARATORY SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Naima Jewish Preparatory School

Full Name of School	Naima Jewish Preparatory School
DfE Number	213/6342
EYFS Number	EY396015
Registered Charity Number	289066
Address	Naima Jewish Preparatory School 21 Andover Place London NW6 5ED
Telephone Number	020 7328 2802
Fax Number	020 7624 0161
Email Address	secretary@naimajps.co.uk
Headmaster	Mr Bill Pratt
Chair of Governors	Mr Edward Misrahi
Age Range	2 to 11
Total Number of Pupils	185
Gender of Pupils	Mixed (95 boys; 90 girls)
Numbers by Age	0-2 (EYFS): 8 5-11: 120 3-5 (EYFS): 57
Head of EYFS Setting	Miss Danielle Karr
EYFS Gender	Mixed
Inspection Dates	09 Jun 2015 to 10 Jun 2015

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school. The previous ISI inspection was in May 2012.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with the vice-chair of governors, and attended registration sessions. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Bridget Forrest

Early Years Lead Inspector

Mrs Pip Slater

Team Inspector for Early Years
(Head of Pre-Prep, IAPS school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendation for further improvement	2
3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	3
(a) How well the early years provision meets the needs of the range of children who attend	3
(b) The contribution of the early years provision to children's well-being	4
(c) The leadership and management of the early years provision	4
(d) The overall quality and standards of the early years provision	5

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Naima Jewish Preparatory School is a co-educational independent day school for pupils from two to eleven years of age. It is located in Maida Vale, north west London. The school is run as a charitable trust and was founded in 1983 by Rabbi Abraham Levy, who remains as honorary principal and as a trustee and a governor. Trustees appoint the governing body. The current headmaster has been in post since September 2008.
- 1.2 The school strives to offer an education suitable for Jewish pupils from both a Sephardi and an Ashkenazi background, and to encourage pupils to conduct themselves according to Jewish practice and values in day-to-day life, in the belief that an excellent secular education and a strong Jewish grounding are mutually attainable. It aims to provide a harmonious and nurturing community environment of tolerance, respect and care for one another, together with teaching resources to monitor each individual and to help pupils of all abilities to reach their full potential.
- 1.3 The school is open to pupils of all Jewish backgrounds. It offers a secular curriculum and a Jewish studies programme centred on a core of traditional Torah values. A nearby playing field is used for sport. Included on site are a synagogue, dining hall, gymnasium, library, computer suite and a small enclosed playground in a central courtyard.
- 1.4 Currently 185 pupils attend the school, of whom 65 are in the Early Years Foundation Stage (EYFS); 8 children are under the age of 3 and 57 are aged between 3 and 5. At the time of the inspection, a very small minority of pupils had special educational needs and/or disabilities (SEND), and 30 had English as an additional language (EAL).
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The school refers to its youngest Nursery class as Pre-Nursery.

2. SUMMARY

(i) Compliance with statutory requirements

- 2.1 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

(ii) Recommendation for further improvement

- 2.2 The school is advised to make the following improvement.
1. Ensure that there is an effective system in place to update, in a timely manner, changes to written safeguarding policies and procedures.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. It successfully achieves its aim of providing an excellent secular education together with a strong Jewish grounding. Teachers plan exciting and challenging experiences in every area of learning, and incorporate children's interests into their planning. There is a balance of adult-led and child-initiated activities within the stimulating and well-resourced indoor and outdoor areas. As recommended at the previous inspection, there is now a consistency in the quality of all the activities children choose for themselves, both in and outdoors. Staff know the needs of children and give them excellent support to acquire the necessary skills so that they all reach or exceed the expected levels of development for their age.
- 3.2 The curriculum is enriched by specialist teaching in Hebrew, music, physical education and yoga. Teachers are adept at using different teaching strategies to enthuse and motivate children. They reinforce learning points through songs, offering good use of language and using questioning to promote critical thinking skills. For example, Reception children learned about Jewish dietary laws, older Nursery children talked together with teachers and parents about the classroom chicks that had hatched, and two year olds were encouraged during a workshop to listen carefully and follow instructions as they concentrated on singing action rhymes to their parents.
- 3.3 Staff plan as a very effective and thorough team and have high expectations in everything they do. Rigorous assessment procedures identify the next steps in each child's learning. Practitioners in the Nursery take every opportunity to record relevant observations of children to help them further their individual learning.
- 3.4 The small minority of children with SEND and high proportion with EAL are strongly supported by staff to enable them to make rapid progress. Their languages and cultures are celebrated by staff; for example, special Italian food was being served and enjoyed as part of an Italian week. Children are encouraged to repeat words of songs, both in Hebrew and English.
- 3.5 Links with parents are outstanding. They have many opportunities to further their understanding of the EYFS curriculum and to be involved in their children's learning. Parents are invited to share their children's portfolios in school. High quality reports to parents contain targets for improvement. Parent questionnaire responses and discussion with parents were very positive; they greatly appreciate the open-door policy and feel that staff listen to them. They highly appreciate the family atmosphere that pervades the whole school. A very small minority said that the school does not provide a range of extra-curricular activities. Inspectors found that the small size of the school limits these at present, although there are plans to add them in the near future.

3.(b) The contribution of the early years provision to children's well-being

3.6 Provision for children's welfare is outstanding. Children are happy and confident because they form strong and secure relationships with adults. Key people understand children's needs very well. Staff give clear messages about personal hygiene routines. Exercise is a daily part of the curriculum: two years olds delight in developing their motor skills on wheeled toys. Children begin to understand what constitutes a healthy diet when choosing their lunch. Adults give them many opportunities throughout the day to develop their independence. For example, two year olds serve each other and pour their drinks during snack time and are encouraged to say 'please' and 'thank you'. A calm, caring but firm atmosphere promotes good behaviour and manners at all times. Staff plan a variety of activities to encourage imagination; older children take turns when pretending to sell ice creams in their seaside role play and worked co-operatively to fashion a model of the Great Wall of China in sand. Staff ensure a seamless transition as children move classes.

3.(c) The leadership and management of the early years provision

3.7 Leadership and management are outstanding. A named governor takes a particular interest in the EYFS and its needs, and makes regular visits to the setting. Governors work with staff to ensure that they keep abreast of regulatory requirements.

3.8 Safeguarding and welfare are high priorities. Safeguarding policies meet requirements, although in the past they have not always been updated sufficiently promptly to incorporate changes in the latest legislation. However, inspectors found that new guidance had always been implemented rigorously, and in a timely manner, in day-to-day safeguarding practices in order to create a safe environment. Recruitment procedures meet the latest requirements. Risk assessment is very thorough and kept up to date. Leaders have an excellent and secure understanding of the EYFS learning and development requirements. Self-evaluation is fully embedded in practice and staff have a clear and ambitious vision for the setting and for how they intend it to move forward. Regular supervision meetings take place and key people greatly appreciate the support this gives them to enhance their role. They have many opportunities to further their own professional development; this contributes positively to their teaching and consequently to children's learning and development. Staff work closely with parents, specialist teachers for SEND and external agencies so that children receive the intervention and support they need. This is a strength of the setting.

3.(d) The overall quality and standards of the early years provision

- 3.9 The overall quality and standards of the early years provision are outstanding. All children, including those with additional needs, make excellent progress in relation to their starting points. For example, Reception children who initially needed extra support to access the curriculum are now able to contribute clearly and articulately in class 'circle times'. All children are happy, enthusiastic learners who listen well, follow instructions and become engaged in their tasks. Excellent language skills are evident throughout the setting. Reception children write independently about their favourite season, making excellent attempts to spell words using their knowledge of the sounds that letters make. In Jewish studies they answer questions articulately and thoughtfully about different kinds of food. Throughout the setting children learn to write words independently in both Hebrew and English. During child-initiated activities they take turns to match words to pictures on the interactive whiteboard. They make a fair estimate when measuring length with handspans and programmable toys, and add and subtract numbers and enjoy counting backwards from 20. Nursery children know sounds and practise letter formation. They delight in showing parents and older children the newly hatched chicks in their classroom and are able to count them. They choose their own food, clear away their dishes and know that carrots are a healthy food. Two year olds participate enthusiastically in action songs, repeating words after their teacher. They help one another as they tidy away. All children understand the importance of hygiene routines and carry out hand washing independently from the age of two. Children are confident and chat happily to adults. They feel safe and secure within the setting and part of the school community. Behaviour is exemplary.
- 3.10 The recommendation made at the previous inspection has been strongly implemented. Requirements for children's safeguarding and welfare are met. All practitioners share a joint responsibility and understanding of how to protect the children in their care. Children's needs are central to the setting. Evaluation of the provision is continuous and leads to clear planning for future development in order to enhance children's life chances.