



INDEPENDENT SCHOOLS INSPECTORATE

NAIMA JEWISH PREPARATORY SCHOOL

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

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	Mrs Judy Dangoor
Age Range	2 to 11
Total Number of Pupils	152
Gender of Pupils	Mixed
Numbers by Age	0-2 (EYFS): 21 5-11: 89 3-5 (EYFS): 42
Head of EYFS Setting	Miss Danielle Karr
EYFS Gender	Mixed
Inspection dates	15 May 2012 to 18 May 2012

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in May 2009.

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. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed through the following link: www.legislation.gov.uk. Search for Independent School Standards Regulations and enter date 2010, to find Schedule 1, Parts 1-7.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Equality Act 2010 (including race, gender, special educational needs and disability).
- (ii) The School Standards and Framework Act 1998, banning corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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 31st 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 Children, Schools and Families (DCSF) 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.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

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Rabbi Dr Chanan Tomlin

Miss Mary Regan

Reporting Inspector

Team Inspector (Former Headteacher, primary school)

Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The school is a registered charity, run by a board of trustees. It was founded in 1983 by Rabbi Dr 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 aims to provide high standards of education and a strong grounding in Jewish education, in an environment of tolerance, respect and care for one another, where Jewish values underpin daily experience. It promotes a set of core principles that reflect these aims.
- 1.3 The school is open to pupils of all Jewish backgrounds. Over a third of the pupils speak English as an additional language (EAL). Pupils come from within daily travelling distance. Since the previous inspection, the school has expanded its age range to include a Nursery class for two year olds, registered with Ofsted. Together with the older Nursery and Reception classes, this forms the Early Years Foundation Stage (EYFS).
- 1.4 The school's curriculum is two-fold: a secular curriculum and a Jewish studies programme covering about a quarter of the available taught time. Included on the site are a synagogue, a dining hall, a gymnasium, a library, a computer suite and a small, enclosed playground in a central courtyard. The school makes use of a nearby playing field for sports provision.
- 1.5 There are 152 pupils on roll from the ages of 2 to 11. Pupils are of an extremely wide ability range, but on average their ability profile on entry is in line with the national average. The school has identified 23 pupils with special educational needs and/or disabilities (SEND).
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils' achievement, learning and progress are consistently good throughout the school, including in the EYFS. Their achievement is underpinned by a distinctive and stimulating educational experience. The broad secular curriculum covers all the required subjects. In addition, there is a significant proportion of time dedicated to high quality Jewish faith provision, and a good range of additional activities, including visitors and curriculum linked visits. The curriculum is suitably adapted to meet the needs of all pupils, including those who require extra support with their learning, those who speak English as an additional language and the most able pupils. Good teaching overall underpins pupils' achievement. Most promotes active and engaging learning, but there are some inconsistencies, for instance in teachers' marking. Assessment information is thorough, but is not yet fully used to promote learning in the classroom.
- 2.2 Pupils' personal development is excellent. All-encompassing high quality care, underpinned by strong Jewish traditions, is central to the school's ethos, ensuring that pupils feel a valued part of the harmonious and flourishing school community. High levels of guidance and support have been developed. Relationships are strong and supportive, promoting pupils' all-round confidence and achievement, and making a strong impact upon their excellent spiritual, moral, social and cultural awareness. There are good arrangements overall for welfare, health and safety.
- 2.3 The quality of governance and of leadership and management has improved since the previous inspection and is good. Leaders and managers promote a nurturing ethos, ensuring that pupils are well prepared for the next stage of their lives. Safeguarding procedures are effective. The school's good response to the recommendations of the previous inspection has improved the curriculum and teaching. It has also ensured that an effective system of rigorous staff performance review is now in place. Checks on the quality of teaching and learning are thorough. Well-considered self-evaluation provides the school with a clear understanding of its strengths, and what it needs to do to continue improving. The governing body's strengths particularly include its approach to decision making with the senior staff team. However, its monitoring of the procedures for which it is responsible has not always been sufficiently robust. The school works in excellent partnership with parents to provide an all-round, high quality education. It engages parents very closely in their children's learning and development, both religious and secular, and this helps to foster the positive, nurturing atmosphere.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is available through the link described in the Preface)

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Improve the use of assessment in the classroom, to enable pupils to understand more clearly how to reach the next level in their learning.
 2. Ensure that all aspects of governors' monitoring role are robust.
 3. Match the quality of all the activities that children in the EYFS choose for themselves, inside and outside, to the high quality noted in the older Nursery class.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 Pupils' achievements and learning are good.
- 3.2 Pupils are well educated, in accordance with the school's aim to provide high standards of secular education and a strong grounding in Jewish education in an environment of tolerance, respect and care. Across the curriculum, and in all age groups, pupils make significant gains in knowledge, understanding and skills. The strong emphasis on literacy and numeracy has a positive effect on the standard of pupils' reading and spelling achievements. Pupils read confidently and expressively from an early age, and in many instances their writing shows clear evidence of critical thought and creativity. Pupils are extremely articulate and express themselves with confidence. This was particularly evident in all age groups when pupils contributed to discussions on aspects of the Jewish faith, and the meaning behind Jewish festivals. The pupils' numeracy skills are good and they apply them well to investigation and problem-solving activities. Pupils' good quality artwork, music making, creative drama and sports skills add breadth to their achievements. Achievement is enhanced by independent learning and project work, and pupils use information and communication technology (ICT) skills successfully in some subjects for individual research. At the age of 11, pupils move to Jewish or secular senior schools, including selective independent and maintained schools; as a result of their good achievements, they often gain high levels of success in entry examinations, with a few gaining scholarships. Pupils also achieve well in a range of extra-curricular activities, including singing and a range of sports.
- 3.3 Pupils' attainment cannot be measured in relation to average performance in national tests, but on the evidence available, it is judged to be above average in relation to national age-related expectations. This level of attainment, as judged, indicates that pupils make consistently good progress in relation to pupils of similar ability. Standardised measures of progress, in English and mathematics, confirm the good levels of progress and achievement observed throughout the curriculum, in the scrutiny of work, performance in lessons and interviews with pupils. On the few occasions in lessons when assessment information is not sufficiently used by teachers to match tasks carefully to meet the specific needs of pupils, their progress slows, but this does not affect pupils' overall good achievement.
- 3.4 Pupils who require extra support with their learning, and those who speak English as an additional language, also achieve well. This is clearly evident in the information available from high quality data on pupils' progress that has been developed since the previous inspection, in response to recommendations at that time. Pupils' targets on their individual education plans are increasingly challenging as they improve their standards over time. The most able pupils make at least good progress, often as a result of effective targeted questioning or the provision of more demanding independent research questions.
- 3.5 Pupils' success owes much to their highly positive attitudes. They approach learning with evident enjoyment and enthusiasm. The mutual respect and excellent relationships amongst themselves and with staff give pupils every opportunity to learn and achieve successfully. They settle willingly, listen attentively and work with maturity, both independently and collaboratively. They are able to work constructively on their own or in groups. Pupils have developed the confidence to

organise their work independently. They enjoy tasks which offer interest and challenge, and seek to achieve well.

3.(b) The contribution of curricular and extra-curricular provision

- 3.6 The contribution of curricular and extra-curricular provision is good.
- 3.7 The curricular provision has a strong impact on the pupils' achievement, and particularly, on their personal development, fully commensurate with the school's aims. It is suitable for all ages and abilities, and meets the needs of the pupils well. It is planned effectively to covers all requisite areas of learning and more. A quarter of the timetable is dedicated to Jewish studies. However, time is well balanced overall, in good response to a recommendation of the previous inspection. This is because significant emphasis is given to the basic skills of reading, writing and mathematics throughout the school, so that overall, all the required subjects receive adequate weight.
- 3.8 The Jewish studies provision is a significant cornerstone of strength, supporting the school's religious aims exceptionally well through successfully instructing pupils in the Spanish and Portuguese Jewish Sephardi tradition. This supports pupils' active contribution to synagogue services, emphasising excellence in reading. There is a strong, successful focus on Jewish knowledge, for instance of festivals and commandments, and on Hebrew reading. The biblical context of the Chumash (Torah) curriculum provides pupils with a good understanding of major figures in the context of history, faith, culture and religion. The Jewish studies topics are text based, successfully encouraging pupils' literacy skills. A good focus on a Hebrew numerical values system supports pupils' application of numeracy skills. The religious provision and the personal, social, health and citizenship education programme help pupils to develop excellent spiritual and moral values.
- 3.9 Pupils have access to a suitable range of activities in science, and dedicated ICT lessons enable them to develop their skills. Drama, music and creative subjects are catered for well and are popular subjects enjoyed by the pupils. The use of specialist teachers for these and other subjects enhances pupils' experience and is effective in helping them to achieve effectively. The school has limited facilities for inside and outside play and sporting activities. However, it makes good use of local facilities to ensure that the pupils' physical development is promoted well.
- 3.10 The practice of using small groups for pupils' learning throughout the school enables strong support for pupils with particular needs of any kind. Pupils with SEND are also provided with high quality support through detailed individual educational plans, and specialist help. Pupils with EAL receive the individual support they need to enable them to benefit fully from the curriculum. The more able pupils are given additional challenges in several subjects. However, although gifted and talented pupils have been identified, a programme of activities for this group has yet to be fully established.
- 3.11 A good range of extra-curricular activities is provided. Most teachers are involved in organising a club including such activities as football or Modern Hebrew. Pupils enjoy what is provided. The curriculum is further enhanced by external visits linked to topics the pupils study. During the inspection, all of Years 4, 5 and 6 were on residential trips in the UK and Europe. These help to develop pupils' independence and promote their self-confidence. Pupils benefit from links with the local community. These range from visits, for the youngest pupils, from fire and police

personnel, to older pupils caring for the biblical garden at a local synagogue. These elements contribute effectively to the pupils' understanding of the community beyond school and strongly to their personal development.

3.(c) The contribution of teaching

- 3.12 The quality of teaching is good.
- 3.13 Teaching contributes strongly to pupils' progress and achievements, and to meeting the aims of the school. Teachers plan their lessons well. They mostly use their good knowledge of pupils' individual needs and potential to help them make progress, overcoming any difficulties. Regular evaluation of pupils' progress through formal and informal assessments, against national norms, contributes significantly to the excellent range of information now available to teachers. This has improved in response to a recommendation from the previous inspection. Where teachers use this information to the full, it ensures the highest quality of teaching. However, it is not consistently used, for instance to set individual learning targets to help pupils to take responsibility for their learning and to understand how to reach the next level in their work. Teachers' oral advice to pupils on their work is good. Written marking of pupils' work is variable. Some is excellent and offers constructive comments, which enables them to make continuous progress, but this quality is not consistent across the curriculum.
- 3.14 The impact of teaching on pupils' achievements is good. Teachers structure lessons carefully with effective use of time. They use a range of strategies to ensure that pupils maintain engagement, promoting their interest and enthusiasm. The most effective lessons reflect the teachers' secure subject knowledge and clear assessment of pupils' learning. Activities are well matched to the pupils' individual abilities, and lead to them making good and often rapid progress. A typical example was in a literacy lesson where pupils responded to the rapid pace set, to the shared and independent activities suitably matched to their differing abilities in writing adventure stories. On occasions when this matching of activity to ability is less strong, the pupils' progress is slower. Teachers make good use of available resources. Sometimes, however, too much reliance is placed on the use of worksheets, which impairs the opportunities for pupils to develop their skills in independent learning. Computer technology is used to support pupils' learning effectively.
- 3.15 The significant proportion of teaching dedicated to Jewish studies is generally of a high order, reflecting teachers' excellent knowledge of and enthusiasm for their subject. This enables pupils to gain proficiency in Hebrew reading and the study of biblical text, alongside a deep understanding and appreciation of the Jewish faith.
- 3.16 The school places great emphasis on the management of pupils' behaviour, through fostering interest and independence, and the development of social skills. Teaching offers many opportunities for pupils to work co-operatively in small groups. A typical example was a briskly paced English lesson in which pupils developed their understanding of imaginative writing. Excellent teaching led to high quality paired and group learning skills, enabling rapid progress, with opportunities for pupils to share their work and ideas with their peers, and to show support and consideration for each other.
- 3.17 Teachers take great care to support and encourage pupils who have particular learning needs. This includes those of high abilities and those with EAL. Pupils

express their appreciation of the commitment and encouragement of teachers, which serve to make lessons stimulating and enjoyable. Good arrangements are made for pupils with SEND. Teaching in small groups of similar ability enables these pupils to develop confidence and make equivalent progress to others in the class.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 Pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The school thoroughly succeeds in its aim to provide an environment of tolerance, respect and care. Pupils' personal development is supported by high quality, positive relationships at all levels and amongst all members of the community.
- 4.3 Pupils' spiritual development is excellent, reflecting the school's strong Jewish ethos and the range of creative subjects pupils enjoy. Pupils' confidence and maturity, and highly developed self-awareness, are strongly expressed in their concern and respect for others. The practice of partnering older pupils with younger ones works well in developing pupils' confidence. During National Book Week, Year 6 pupils each partnered a Reception child to write stories, and Year 5 pupils read stories to the Nursery children. Pupils are provided with many opportunities to reflect and develop personal awareness, including morning prayers, school assemblies and the wide-ranging Jewish studies programme. During the inspection, there was an atmosphere of great excitement as pupils prepared for the Siddur party, a forthcoming celebration where Year 1 children receive their first prayer book.
- 4.4 Pupils' social and moral development is excellent overall. Pupils develop a very keen understanding of right and wrong, and a clear set of moral values based on their religious education. A weekly, early morning Jewish studies session that pupils attend with their parents invokes a strong sense of moral duty and expectation. Pupils support and understand the school's policy on rewards and sanctions. Their behaviour is good, in lessons and around the school. Pupils have a very strong awareness of supporting the needs of others, and this is not limited to those in the school community. Pupils develop empathy and an understanding of the challenging circumstances in which some people live through charitable activities that are a regular part of school life. In interviews, pupils conveyed a developing appreciation, commensurate with their age, of features of modern society and democracy. They spoke very positively of how their views and aspirations can be aired and considered through 'the box', an avenue for pupils to voice concerns and make suggestions. Plans for re-instatement of the former school council, for pupils to take a more responsible role in the workings of the school, are at an early stage of development.
- 4.5 Pupils have an excellent understanding of their own faith and culture through the extensive programme of Jewish studies. Pupils value being part of a Jewish community and have a keen appreciation and respect for Sephardi culture and traditions. They learn about other cultures through subjects such history and geography, and demonstrate excellent appreciation of art, music and literature. In English, pupils in Year 1 enjoyed writing descriptions of a Kenyan child from a story they had read, learning a little about African culture as a result. The school's close connection with a school in Ghana gives further breadth to pupils' cultural development, and an insight into a culture very different from their own. Pupils also develop cultural knowledge through focused educational trips, such as a residential visit to Gibraltar to study Jewish heritage, and in exchange visits with other local schools as part of a three-faith forum.

4.(b) The contribution of arrangements for pastoral care

- 4.6 The arrangements for pastoral care are excellent.
- 4.7 The programme to develop pupils' emotional well-being is a significant strength. Staff training in this area ensures that pupils are supported extremely well. This and other pastoral structures within the school reflect a very keen regard for providing pupils with highly effective support and guidance, instilling an environment of mutual respect and care, and fulfilling the pastoral aims of the school. As a result, pupils feel that they are extremely well cared for, and relationships between pupils and staff, and amongst pupils themselves, are very strong. Pupils know who to turn to if they have a concern, and comment that they are very happy.
- 4.8 Pupils are fully aware of the importance of choosing a healthy diet and developing healthy habits. The school assists in this by providing a range of nutritious food. Pupils respond very well to the school's encouragement for them to participate in the good physical education programme, making use of nearby facilities.
- 4.9 Measures to promote good discipline and behaviour, including procedures to guard against bullying and harassment, are comprehensive. A number of strategies deal constructively with any unacceptable behaviour, taking due account of any related difficulty or disability. Pupils say, and records show, that any rare incidents of unkind conduct are dealt with swiftly and effectively. Pupils were clear that the system for sanctions and rewards works well, and judged it to be fair. An accessibility plan has been written to improve the educational provision for those pupils with special educational needs and/or disabilities.
- 4.10 The school employs effective methods to seek and act upon pupils' ideas and concerns. Annual surveys and the allocation of a personal tutor for all pupils from Year 3 support their welfare and academic progress well, and monthly meetings are held. Pupils confirm that they feel very well supported by these arrangements.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.11 The contribution of arrangements for welfare, health and safety is good overall.
- 4.12 All staff provide good levels of vigilance to assure the day-to-day well-being of pupils. The safeguarding policy meets statutory requirements and follows official guidance. All staff receive the necessary regular training in child protection. The designated child protection officers maintain the required training in inter-agency working.
- 4.13 All necessary measures are taken to reduce the risk from fire and other hazards. Suitable fire prevention measures have been devised, and regular fire practices take place and are carefully recorded. The school has undertaken appropriate fire risk assessments and carries out rigorous checks on fire safety equipment. Risk assessments are conducted for all areas of the school and for educational trips and visits.
- 4.14 Regulatory failures noted at the previous inspection have been dealt with effectively. Overall, clear policies outline effective procedures. These are carefully implemented to ensure the welfare, health and safety of all pupils, including those who are ill, injured or have SEND. A significant number of staff have received first-aid training, including in paediatric first aid. Records for most of the requirements are maintained, but a few that were not robust were remedied during the inspection.

- 4.15 The admission and attendance registers have been maintained accurately and suitably stored for the previous three years.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 The governing body is successful in upholding the ethos of the school and meeting the religious aspects of its aims. The honorary principal's continuing guidance supports the school well. Governors provide increasingly effective oversight of all sections of the school. Financial planning is rigorous, ensuring sufficient quality and quantity of staff and material resources to meet the needs of the pupils. Governors are fully involved in the school's pastoral and educational development. Weekly meetings with senior leaders keep them informed about educational standards and pupils' needs, and enable swift decision making, supporting the school efficiently. These meetings are supplemented by reports and presentations from the senior leadership and other staff.
- 5.3 Governors provide a good spectrum of experience and expertise in relevant areas, and understand the main priorities relating to the school's needs. Communication between the governors and school has ensured that governors' monitoring of the work of the school has improved since the previous inspection. Governors are now linked to specific aspects of the school, providing challenge and stimulus for growth and improvement.
- 5.4 Governors discharge their responsibilities effectively overall for statutory requirements, with good attention to child protection arrangements. Checks on the implementation of some policies, such as the maintenance of sufficient detail in record books, are not sufficiently rigorous. Consequently, some adjustments needed to be made during the inspection. Overall, however, governors' knowledge and promotion of safeguarding, welfare, health and safety are good, and ensure that all pupils feel safe and that their emotional and social needs are met.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management is good.
- 5.6 Leaders and managers at all levels ensure that the declared ethos and aims of the school are consistently put into effect by the whole school community, through well-devised policies and procedures, particularly for safeguarding pupils. Practice is good overall. There are no significant deficiencies in statutory responsibilities for pupils' welfare, health and safety, although some record keeping, now rectified, had been too informal. The very clear educational direction by those in management positions, together with dedicated staff, is reflected in the good quality of education provided and in pupils' excellent personal development. Purposeful leadership has ensured that significant gains have been made in pupils' learning and delegated responsibilities are carried out successfully.
- 5.7 Strategies for future development are carefully considered through astute and effective self-evaluation. The school development plan identifies areas for development in most areas of school life and progress is recorded regularly. All teachers are involved in detailed and effective curriculum planning. Assessment systems provide excellent information on pupils' attainment to guide planning, direct

teaching and raise standards. The school is aware that these systems are not yet fully developed to ensure that the information is used comprehensively by all teachers. However, much has been achieved since the previous inspection. Senior managers work closely together as a cohesive team, meeting regularly to make policy and procedure decisions. Checks on the quality of teaching and learning are carried out rigorously. The leadership of the provision for pupils with additional needs is highly effective because the work on tracking pupils' progress has significantly improved. Subject co-ordinators are beginning to take more effective action, to build up a thorough oversight of their responsibilities.

- 5.8 The recruitment and induction of well-qualified staff are appropriately managed. Induction procedures for staff new to the school, and for those new to the profession, support them well. All staff receive regular training for their roles in safeguarding, welfare, health and safety. A system for the appraisal of staff is managed effectively. Targets are identified to enhance professional practice, and in-service training opportunities are becoming more closely linked to the development planning process. Teaching staff and assistants are deployed effectively and enable strong support to be given to all pupils, in particular for those who require extra support with their learning. The school ensures that safe recruitment procedures are practised, by conducting the necessary checks and recording them on a single central register as required.
- 5.9 Links with parents have developed well since the previous inspection and are excellent. Responses to the pre-inspection questionnaire indicated that most parents are very positive about the education and support offered to their children. They are very happy with the quality of communication with the school.
- 5.10 Email is used to inform parents about the homework set for their children. This works efficiently to help parents support their children's learning. Parents of current and prospective pupils are provided with the required information about the school. They are kept fully informed through a wealth of material. Comprehensive handbooks, and a curriculum letter sent out at the beginning of the year, provide parents with valuable information about what their children will be learning. Regular newsletters, an informative prospectus and the school's website all contribute to effective communication.
- 5.11 Parents have many opportunities to be actively involved in the work and progress of their children. They are welcomed to various events, including assemblies and class outings. Expertise amongst parents is shared at school; for instance, a dentist provided a talk for the pupils about care for teeth. 'Surgeries' are provided for parents to talk about any concerns with staff, and a communications group has recently started, to liaise between parents and teachers to discuss ideas. Training sessions for parents have also been introduced, for instance to assist in their understanding of the emotional development of children, and help with parenting skills. These support well the school's core principles to be a fair and caring family, and a community in which all feel supported in an atmosphere of mutual respect.
- 5.12 In addition to the parenting classes, the school provides frequent Jewish studies lessons for parents and grandparents to attend alongside pupils. These foster significant links with the school, and ensure that parents have a good understanding of what their children are learning. Grandparents are further encouraged through the recent introduction of a Grandparents' Day, when they are invited to spend additional time in school with their grandchildren. An active parents' association

supports the school well, and through its fund raising enables additional resources to be provided.

- 5.13 The school handles the concerns of all parents with care. The school has an appropriate complaints procedure and most concerns are dealt with swiftly and informally.
- 5.14 The school takes great care to keep parents informed about their children's progress. Regular helpful written reports contain clear information about what their children have learned and the progress made in each subject. Parents have the opportunity to respond to these reports. Consultation evenings and informal discussions with staff provide good information about the wider aspects of the pupils' work and personal development. Parents are encouraged to come into the school to discuss their children. Teachers are readily accessible to parents, particularly at the beginning and end of the school day.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

6.1 The overall effectiveness of the EYFS is good. Staff know the children well and meet their needs effectively within a nurturing environment. The school's aims are strongly embedded in everyday practice, ensuring that children thrive within a caring community. Effective arrangements ensure children's safety and well-being. The inclusion of two year olds in the setting has been managed well and the key person role has been effectively developed to provide a good link between home and school. These enhancements confirm the setting's capacity to continue improving.

6.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

6.2 Leadership and management are good. Policies and procedures, including risk assessments, are implemented to ensure that children are carefully safeguarded, and that each has an equal opportunity to succeed. Enthusiastic leaders have a clear, ambitious vision for the setting. Some excellent practice was observed, and good teamwork ensures discussion and reflection. However, checks on consistency of practice are not rigorous, and this leads to unevenness in quality between classes, inside and outside, especially in those activities children choose for themselves. Excellent links have developed with parents and governors, who show strong support. Resources are used well to support indoor learning.

6.(c) The quality of the provision in the Early Years Foundation Stage

6.3 There is good provision for children under the age of three and for older children, with a strong focus on Jewish culture and traditions. Daily prayer and Friday's Kabbalat Shabbat activity prepare the children well for the Sabbath. Outstanding relationships underpin learning. Staff build effectively on children's ideas and interests. Good planning ensures a good breadth of experiences across all areas of learning: meaningful links between indoor and outdoor learning are excellent in the older Nursery class but are not consistent throughout the setting. Effective welfare arrangements, and adults' positive behaviour management keep children secure. Key people create a warm nurturing environment so that all children, including those under the age of three, quickly settle and develop confidence. Regular checks of equipment and risk assessments of all areas ensure a safe environment.

6.(d) Outcomes for children in the Early Years Foundation Stage

- 6.4 Outcomes for children are good. Children achieve well, working happily both individually and co-operatively. All children, including those under three, make good progress from their wide-ranging starting points. Children in the youngest Nursery class communicate with adults confidently, making good progress with puzzles and gymnastics. Older Nursery children are articulate, can blend letters to sound words, and can recognise and name the properties of two-dimensional shapes. Children in Reception develop good reading skills. They are beginning to understand and read some Hebrew words. In numeracy, they understand 'adding on' and work confidently with single digit numbers. Children develop positive attitudes to learning, are enthusiastic and thoroughly enjoy school life. They show excellent concentration and focus, and are increasingly ready to make decisions for themselves. In role play in the 'International Airport', older Nursery children confidently bought tickets for their chosen flights and went on exciting journeys. Children are extremely happy in the setting and enjoy positive relationships with teachers and each other. They feel safe and secure at school. A recent farm visit generated exciting recall of an experience that had contributed well to children's learning and personal development. Children's good personal hygiene, enjoyment of healthy snacks, regular exercise and strong sense of personal safety prepare them well for their future lives.

Compliance with statutory requirements for children under three

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

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.