

North West London Jewish Day School

Inspection report

Unique Reference Number	101553
Local Authority	Brent
Inspection number	307734
Inspection date	10 December 2007
Reporting inspector	John Earish

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 on roll	
School	273
Appropriate authority	The governing body
Chair	Mr Arnie Kosiner
Headteacher	Rabbi Daniel Kerbel
Date of previous school inspection	11 March 2002
School address	180 Willesden Lane London NW6 7PP
Telephone number	020 8459 3378
Fax number	020 8451 7298

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues; achievement and standards, teaching and learning, leadership and management gathering evidence from lesson observations, scrutiny of pupils' work and documents. Parents' questionnaires and discussions with parents, children, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

North West London Jewish Day School is a larger than average primary school for both girls and boys. A core commitment to a Modern Orthodox and Zionist Education underpins all that the school does. Most pupils are of White British heritage and about a third come from Hebrew-speaking families. A small number of pupils are at the early stages of acquiring English. The proportion of pupils with learning difficulties is below that found nationally.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. From their very good start in the Foundation Stage, pupils achieve well and attain exceptionally high standards overall in the national tests in Year 2 and Year 6. Their very good skills in literacy, numeracy equips them extremely well for their later life and learning. The success of the most able pupils is evident in the high proportion attaining higher levels in the national tests in English and mathematics. In mathematics in 2007, for example, two thirds of the pupils attained the higher Level 5 in Year 6. This is about twice the national average. Although they do well, the school recognises that pupils do not make quite such rapid progress in science as they do in other subjects. Pupils explained that they find their understanding of scientific principles improves when they carry out investigations and fair tests for themselves rather than copying facts which mean little to them. The school has identified that pupils would benefit from more opportunities to take part in practical science investigations. A small number of pupils missed the higher level 5 this year by one or two marks and, as a consequence, their progress in relation to their attainment in English, mathematics and science at the end of Year 2 was not as good as in previous years.

Pupils' personal development and their care, support and guidance are outstanding because the adults are very good at tracking and supporting the pupils' personal and academic progress so they can achieve well. As a result, the pupils feel secure and happy. Pupils' attendance is excellent and their behaviour is exemplary. They feel safe in school and are very confident that any unkindness between children is quickly resolved. Pupils enjoy the opportunities they have to take responsibility, for example as school councillors, and to help outside school through charity fundraising and being involved in helping the new headteacher improve the school. Pupils are vociferous in their support of healthy lifestyles including eating a balanced diet and taking lots of exercise. They find the targets they are given very helpful because it gives them something to aim for and helps them to gauge how well they are doing.

All groups of pupils achieve well because the teaching is good. Progress is rapid when pupils work on their own or in small groups to solve problems or to complete tasks. Teachers continually adjust the tasks to maintain the level of challenge with well-matched tasks to individual needs. However, there are instances when teachers fail to make the best use of the pupil's well-developed abilities to learn confidently and independently on their own. Consequently, there are missed opportunities to develop pupils' self-reliance and critical thinking skills and progress is not as rapid.

The curriculum is of good quality with some outstanding features. It meets the basic academic needs of pupils well, as well as supporting their social and personal development through initiatives to encourage healthy living and staying safe. Good enhancements to the curriculum motivate pupils, including the focus weeks and numerous clubs and activities. However, opportunities for pupils to design and carry out their own investigation in science are less well developed. The pupils' response to a recent practical science week was very positive. They said they 'learned a lot' and always wanted to learn this way.

Good leadership and management have established a caring environment where all pupils are equally valued and achievement is celebrated. The very good leadership of the new headteacher and his senior management team has given the school new energy and direction. However, the senior leadership team recognises that more training and development are needed to help all subject leaders to manage change within their subjects. The new chair of governors is determined

that governors will support the new headteacher in all that he does to secure further improvements in partnership with the community. School review is both searching and rigorous and results in actions that are accelerating achievement and sustaining improvement. Senior managers are using challenging targets extremely well to secure further improvements to pupils' achievement. This confirms the school's good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

When children start school, their skills and abilities are above those expected of three year olds. They get off to a good start and progress through the Foundation Stage is very good. By the end of the Reception Year, almost all attain and many exceed the early learning goals expected for their age. Children do well because they are well looked after and benefit from good or better teaching and support. Recent improvements to the provision for outdoor learning are adding much to the range of activities provided for the children.

What the school should do to improve further

- Increase opportunities for pupils to develop their practical investigation skills in science.
- Provide more opportunities for pupils of all abilities to learn independently and to use their initiative.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

20 December 2007

Dear Pupils

Inspection of North West London Jewish Day School, London, NW6 7PP

Thank you very much for making me so welcome when I visited your school recently. I was very impressed with your friendliness and your sensible and helpful attitudes towards each other. I believe, like you, that you go to a good school. I also feel that in many areas your school is outstanding. This means that it does some things very well indeed.

I was particularly impressed that you do so well in English, mathematics and science. You enjoy your school and want to do well. You behave extremely well, and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour.

Some of you who do very well in English and mathematics do not make quite such rapid progress in science. I know the school has already made a start on improving this, and I have asked them to make sure that you have more opportunities to have a go at practical investigations in science.

You also told me that you find the activities interesting and usually challenging. To make it even better, however, I am asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently.

I'm sure that you are ready for this challenge! I know that you will continue to work hard and I am sure that you will help your teachers to make your school even better. I hope that you have great success in the future.

Yours sincerely,

John Earish

Lead inspector