

North West London Jewish Day School

180 Willesden Lane, London NW6 7PP

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from their starting points to reach standards in English and mathematics that are well above average by the time they leave. They are well prepared for their secondary education.
- The quality of teaching is good and, sometimes, of high quality, enabling pupils of all abilities to make good progress.
- Pupils' behaviour has improved considerably since the previous inspection. They are very proud of their school and behave extremely well in lessons and around the school.
- Pupils are very well cared for by all the adults in the school and, as a result, feel extremely safe.
- The headteacher, senior leaders and governors have very high aspirations for the school. Leaders at all levels are also making an increasingly important contribution to improvement.
- Since the previous inspection the school has developed a very effective system for tracking the progress of pupils. This has become a powerful tool in ensuring that all make good progress and none is left behind.
- A strong focus on teaching and learning has enabled leaders and governors to improve the quality of teaching and pupils' achievement since the previous inspection.
- The school is a very harmonious community and pupils' social, moral, cultural and spiritual development is promoted extremely well.

It is not yet an outstanding school because

- Sometimes, introductions to lessons are too long and pupils do not have enough time to complete work independently.
- Teachers' expectations of the presentation of work are not always high enough and there is not a consistent approach to the development of handwriting as pupils move through the school.
- The curriculum does not consistently offer opportunities for pupils to apply their core skills in other subjects.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons; they also saw a number of small group sessions led by teachers and teaching assistants.
- They also talked to pupils, listened to them read and observed them in lessons and around the school.
- Inspectors met with senior and middle leaders and representatives of the governing body and local authority.
- The views of 47 parents expressed in their responses to the on-line survey Parent View were taken into consideration. They also took in to account the outcomes of a recent parental survey conducted by the school.
- Inspectors also considered the views of 14 members of staff, expressed in their response to a questionnaire.

Inspection team

Graham Lee, Lead inspector	Additional Inspector
Paula Protherough	Additional Inspector
Jonathan Yodaiken	Additional Inspector

Full report

Information about this school

- North West London Jewish Day School is an Orthodox Jewish school and all pupils are from the Jewish community.
- It is slightly larger than average sized primary school.
- Most pupils are of White British heritage although around a third is from a range of other White backgrounds, mainly French. A number of these pupils speak English as an additional language and a few join the Nursery speaking little or no English.
- The proportion of disabled pupils and those with special educational needs supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils entitled to pupil premium funding is well below average. This is additional money provided by the government to support, in this school, pupils who are known to be entitled to free school meals.
- The school does not use any alternative provision.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to enable all pupils to make rapid progress by:
 - ensuring that introductions to lessons are not too long and that pupils have enough time to complete independent work
 - ensuring that teachers' expectations of the presentation of pupils' work are uniformly high and that pupils' handwriting is developed systematically through the school.
- Revise the curriculum to link subjects together and provide sufficient time for pupils to apply their skills in literacy, numeracy and information and communication technology (ICT) more systematically in other subjects.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement has improved since the previous inspection. Pupils of all abilities achieve well in English and mathematics from their starting points to reach standards in English and mathematics at the end of Year 6 that are well above average. In 2012, for example, a large majority of pupils reached the higher levels in these subjects.
- When they join the school in the Nursery, children's skills and understanding are broadly as expected, or better, for their age. They quickly become eager and confident learners and make good, and sometimes, better progress in the Early Years Foundation Stage, providing a very firm basis for their future learning.
- Pupils develop very strong skills in reading as they move through the school. The outcomes of the phonic screening check for Year 1 pupils in 2012 raised some concerns for school leaders. In response they have introduced a systematic programme for the teaching of phonics (letters and the sounds they make) through the Early Years Foundation Stage and Key Stage 1 and, as a result, pupils are using their phonic skills well to tackle unknown words. By the time they leave the school, pupils are reading fluently and widely for enjoyment and information.
- Pupils transfer their early reading skills successfully to their writing and, throughout the school, they are working at levels beyond those expected for their age although a smaller proportion reach the highest levels by the end of Year 6 than is the case in reading and mathematics. They deploy an increasingly wide vocabulary to write for a range of purposes. However, not all pupils are developing consistent joined handwriting which hampers the fluency of their writing.
- Pupils develop a good grasp of calculation skills from the beginning and build on these as they move through the school. They learn to apply these in a range of 'real-life' situations. For example, in a Year 5 lesson, higher ability pupils had to plan a journey for a businessman involving visits to cities around the world. Pupils had to use the internet to find time differences around the world and to research flights using their knowledge of the 24 hour clock. This was a complex task and explains why increasing numbers are reaching the highest levels of attainment. These kinds of opportunities, however, are not planned systematically throughout the curriculum.
- Disabled pupils and those with special educational needs receive very good support which enables most, but not all, to make as much progress as other pupils. Expectations for these pupils are high and this is reflected in the numbers that go on to reach the levels expected for their age by the time they leave the school.
- The additional funding provided for pupils entitled to the pupil premium is deployed very effectively, for example on 'booster groups'. This has enabled these pupils to achieve as well as, and sometimes better than, other pupils. Pupils known to be entitled to free school meals are attaining higher standards than all pupils nationally as reflected in average points scores.

The quality of teaching

is good

- The quality of teaching has improved since the previous inspection and is now consistently good over time, with some examples of high quality practice. This supports the views of the vast majority of parents responding to Parent View. As a result, pupils are making good, and sometimes better, progress.
- Teachers routinely share the purpose of lessons with their pupils so they are clear about what they are expected to learn and how they will know if they have been successful. Teachers use questions well to consolidate learning and probe pupils' understanding. Occasionally, they spend too long preparing the ground when pupils are ready to get on with their work. In consequence, pupils have insufficient time to complete their independent work.

- Teachers are using information about pupils' progress well for the most part to meet the needs of all their pupils. For example, in a Year 6 mathematics lesson, the teacher used multiplication 'bingo' very successfully to challenge pupils with a wide range of abilities to use multiplication to solve problems and to explain their reasoning.
- Pupils say that they enjoy their lessons and that teachers make lessons interesting and fun. This was evident, for example, in a Year 3 English lesson when the teachers used innovative role play around Roald Dahl's *The Twits* to deepen pupils' understanding of the use of speech marks and dialogue in their writing.
- Teachers' expectations of the presentation of pupils' work are not always high enough and sometimes poor presentation and handwriting are accepted too readily. There is no consistent approach to developing these features through the school.
- Teachers mark pupils' work diligently and give pupils helpful advice about how to improve. There is also evidence that pupils are being provided with the opportunities to respond to this advice. There are a number of approaches to target setting and some are more effective than others. For example, sometimes targets are left for quite long periods without review which lessens their impact.
- Children make an excellent start to their education in the Nursery. Throughout the Early Years Foundation Stage provision is interesting and exciting with all adults working closely as a team to meet the needs of the children. The ongoing assessment of children's progress is a particular strength of the provision.
- Disabled pupils and those with special educational needs are taught effectively and they often benefit from being taught in small groups by teachers and support staff. A range of support programmes are also helping to improve the performance of pupils in danger of falling behind and to boost those who need more support to reach their full potential.
- There are good examples of pupils using their literacy skills in other subjects, for example when Year 5 pupils were writing their versions of Greek myths. However, opportunities to develop pupils' literacy, numeracy and ICT skills are not planned systematically across the school and opportunities are sometimes missed.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour has improved markedly since the previous inspection because there are very clear systems in place to encourage good behaviour which are understood by all and implemented consistently. Consequently, pupils' behaviour in lessons and around the school is outstanding.
- Pupils are unfailingly polite and courteous. They are very respectful of their teachers and one another. As a result, the school is a very harmonious community. Almost all parents and staff believe that pupils behave well in school and this is supported by pupils who confirm the significant improvements that have been made in recent years.
- Pupils have very enthusiastic attitudes to learning. They are keen to learn and offer their ideas enthusiastically. They support each other very well in pairs and groups when required to do so. This is indicative of how well the school fosters good relationships and promotes pupils' social, moral, spiritual and cultural development.
- Pupils have a very good understanding of different kinds of bullying. This is because the school promotes awareness of these issues very strongly, for example in the prominent displays in the entrance hall. Discrimination and derogatory language of any kind are not tolerated. Pupils say that incidents are rare but are dealt with very effectively by staff. Consequently, pupils feel extremely safe and well cared for. This is a view supported very strongly by almost all parents responding to Parent View.
- Pupils' attendance is broadly average but improving because of the school's robust procedures to reward high attendance and reinforce the importance of regular attendance to parents.

The leadership and management are good

- The headteacher leads the school with a determination to secure the best possible outcomes for pupils. In this endeavour he is very well supported by the deputy headteacher, governors and other senior leaders. They have secured the full support of teachers and other staff and consequently morale is high.
- Leaders have secured significant improvements in pupils' achievement, the quality of teaching and pupils' behaviour since the previous inspection. Issues for improvement raised at that inspection have been fully addressed. Consequently, the school is strongly placed to improve still further.
- The focus of leaders since the previous inspection has been on improving the quality of teaching. This has been successful through a rigorous regime of checking aspects of teaching regularly, allied to performance management and training. There has also been a concerted drive to ensure that the considerable number of adults is deployed to best effect. There is more to do as teaching is not yet outstanding and some minor weaknesses remain.
- A key driver in the school's improvement has been the development of rigorous systems to check the progress of individuals and groups of pupils. This is helping to ensure that pupils are making consistently good progress throughout the school and to ensure that potential underachievement is picked up at an early stage. Hence, equality of opportunity is promoted effectively for all groups of pupils.
- Leaders have a very realistic view of the school's strengths and weaknesses and an accurate understanding of the quality of teaching. Where weaknesses are identified, effective action is put in place to bring about improvement, for example in behaviour since the previous inspection. Latterly, a focus on phonics has addressed an issue of early reading skills.
- The curriculum is effective in promoting high standards of literacy and numeracy. Science and ICT are also a prominent part of the curriculum and whole-school themes such as Black History week promote pupils' social, moral and spiritual development well. However, with the demands of balancing the secular and Jewish studies, pupils confirm that some aspects of the curriculum do not get sufficient attention. Opportunities are missed to link different subjects together and to promote pupils' skills in literacy, numeracy and ICT systematically in other subjects.
- The local authority has effectively supported the school on its journey of improvement, through the link adviser in particular.

■ The governance of the school:

Governance is highly effective and governors share with leaders the highest aspirations for their pupils. They have detailed knowledge of the school's performance in relation to all schools nationally and of the progress of different groups of pupils. They also have accurate knowledge of the quality of teaching and ensure that pay progression for leaders and teachers are matched closely to their performance, especially in relation to the progress of pupils. They manage the school's resources well and demand evidence that the relatively high level of staffing is providing value for money. They also ensure that pupil premium funding is used effectively to support the pupils for whom it is intended. Governors also ensure that all procedures for the safeguarding of pupils are fully in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101553
Local authority	Brent
Inspection number	404769

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	279
Appropriate authority	The governing body
Chair	Paul Gottlieb
Headteacher	Rabbi Daniel Kerbel
Date of previous school inspection	20–21 October 2010
Telephone number	020 8459 3378
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