

Sacks Morasha Jewish Primary School

31 Stanhope Road, Barnet, N12 9DX

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their different starting points. Attainment of pupils is well above expectations for their age across the school.
- Phonics (the sounds that letters make) is taught well, ensuring pupils can sound out unfamiliar words.
- Teachers know their pupils well and adapt learning to suit their needs.
- Children in Reception get off to a good start because stimulating activities spark their curiosity.
- Pupils' behaviour is outstanding. They have very positive attitudes to learning and say how safe they feel at school.
- The headteacher and deputy headteacher lead the school with a passion for education and set the highest standards for pupils and staff.
- Leaders, managers and governors have very successfully created a thriving school community through their outstanding leadership and attention to detail. This has led to rapid improvements in teaching and achievement.

It is not yet an outstanding school because:

- Feedback given to pupils about their written work is not consistently detailed to enable them to improve their work. Pupils' work is sometimes not neatly presented.
- Pupils do not always have the time to respond to the teacher's written feedback about their work.

Information about this inspection

- The inspector observed 12 lessons or parts of lessons, all jointly with the headteacher or deputy headteacher.
- The inspector heard pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body, vice chair and three other governors, and a representative from the local authority.
- The inspector took account of the 66 responses to the online questionnaire, Parent View, and spoke informally to parents and carers in the playground.
- The inspector considered the 14 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The school entered the state sector in April 2013 as a voluntary aided school. Prior to this it was an independent school set up by parents and carers, originally with seven pupils.
- The school relocated to new accommodation in May 2013 on the old Barnet College site.
- All pupils are from the Jewish community. The proportion of pupils who speak English as an additional language is below average.
- No pupils are eligible for the pupil premium, which is additional funding from the government for pupils known to be eligible for free school meals and looked after children.
- There are no disabled pupils in the school.
- The proportion of pupils who have special educational needs supported by school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- As the school has no Year 6 pupils, there is no information available relating to the government's current floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Key Stage 2.

What does the school need to do to improve further?

- Develop teaching so that it is consistently outstanding by:
 - ensuring that the feedback teachers give to pupils when marking their books is consistently detailed to help them to improve their work
 - ensuring that pupils act upon the feedback given by teachers in their books
 - improving the presentation of pupils' work.

Inspection judgements

The achievement of pupils

is good

- Children join Reception with skills and aptitudes that vary. In 2013 these were below the levels typically found for their age, but this year they are above. Their creative development is often weaker than other areas of learning.
- Children make good progress in Reception because they are given a wide range of stimulating activities that fire their imaginations. They are well prepared for Year 1.
- Pupils continue to make good progress in Key Stage 1. Phonics is taught well and pupils are able to sound out unfamiliar words. In the 2013 phonics reading check, almost all pupils reached the required standard. There is a similar picture this year. This was much better than the 2013 national average.
- By the end of Year 2 standards are well above average in reading, writing and mathematics. An above average proportion of pupils reach the higher levels of attainment. This is because more-able pupils are challenged to do their best.
- Pupils in Key Stage 2 also make good progress and their attainment is well above expectations for their age. The school has invested in many new books and uses reading volunteers to make sure that all pupils read regularly. A focus on guided reading has helped pupils to understand text in more depth and develop more advanced skills. The school promotes reading for pleasure well. Older pupils spoke with enthusiasm about the authors they enjoy.
- Pupils have every opportunity to write at length and practise their skills in a range of contexts. For example, pupils wrote about the Passover story when the people of Israel left slavery in Egypt to begin a new life.
- Pupils say they enjoy the way each day begins with a new mathematical challenge so they become proficient in working systematically to solve problems. Additional training for staff has increased their confidence in assessing pupils' progress in mathematics and using new equipment.
- Pupils who have special educational needs achieve well because their needs are identified promptly. These pupils are given the specific support they need to do as well as their classmates.
- Pupils who speak English as an additional language make good progress. They are given extra support in all aspects of the language to enable them to become confident speakers.

The quality of teaching

is good

- Teaching is consistently good and improving. Teachers set work at the right level for pupils. They adapt it to take into account their specific needs. Pupils work in attractive classrooms with stimulating and informative displays around them. These displays are used well to aid their learning. Relationships are very positive in class and pupils are keen to learn.
- Teachers are skilled at assessing how well pupils are doing during lessons and modify their teaching if necessary in response to pupils' reactions. They clearly explain the purpose of the lesson so that pupils know exactly what to do.
- More-able pupils are given a good level of challenge. For example, in Year 2, a group of more-able pupils were asked to calculate how much it would cost to print players' names on football shirts for the World Cup. Each letter had a certain value and some names were longer than others. This involved pupils in some complex calculations.
- Teachers use a range of approaches to check pupils' work during lessons, often asking probing questions to find out how much pupils understand and to extend their thinking. They encourage pupils to reflect on their learning and that of their classmates, so that they are actively involved in considering how well they are doing.
- Children in Reception learn well because the teaching engages them and gives them opportunities to develop their basic skills of literacy and numeracy. For example, in the castle role-play area children were writing invitations to the 'Shabbat' party (a Sabbath celebration).

- Teachers use technology to advantage across the school. For instance, reception children listened to 'sound buttons' which acted as prompts to help them write a fairy tale. Year 1 pupils use programmable robots when setting directions.
- Books show that pupils make good progress over time and that they produce substantial quantities of work.
- Marking is not consistently ensuring that all pupils have a detailed understanding of how to improve their work. Teachers do not always check that pupils have responded to their guidance or answered their questions well.
- The quality of the presentation of pupils' work varies from class to class. There is no agreed school policy about how to present work.
- Pupils say how much they appreciate the teachers making learning fun. They enjoyed writing lyrics for the national anthem that celebrated all things British, including fish and chips, cups of tea, wet weather and a telegram from the Queen.
- Teaching assistants are skilled and well trained and make a valuable contribution to the learning of individuals and groups of pupils.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They have a great desire to learn and their attitudes in class are exemplary. They are polite and considerate to one another and to adults.
- Pupils work extremely well together in pairs and groups. They are always happy to support one another. Despite limited space in corridors and outside on the playground, pupils get along very well. Older pupils help younger ones and take pleasure in welcoming new pupils to their classes.
- Staff have a consistent approach to managing behaviour. They are excellent role models for the pupils.
- The school's work to keep pupils safe and secure is outstanding. Pupils say there is no bullying. They have a very good understanding of different kinds of bullying such as cyber bullying. They understand how to stay safe on the internet. They know all about keeping safe outside school and assessing risk. Almost all parents and carers who responded to Parent View feel their children are safe at school.
- Pupils who join the school later than their classmates embrace the school's values and make tremendous strides in their personal development.
- Pupils raise money for charities and donate their presents to needy children.
- Attendance is well above average, reflecting pupils' great enjoyment of school.

The leadership and management are outstanding

- The headteacher has been with the school since it opened as an independent school. She has overseen its growth from seven pupils into a thriving community of almost 150 pupils. Both the headteacher and deputy headteacher are passionate about the pupils' education and set the highest standards for all staff. Their relentless and uncompromising drive to make the school the best it can be has created a powerful momentum of improvement.
- This drive is evident in rapidly improving teaching, rising standards, including in literacy, and pupils' consistently good progress across the school. Rigorous checks on the quality of teaching mean teachers receive very clear feedback about how to improve.
- The school's emphasis on accessing high-quality training enables staff to develop their skills. Leaders use the management of teachers' performance as a useful tool to hold them fully to account for pupils' progress. They are set challenging targets and are not considered for a pay rise unless their performance merits it.
- The school has been highly effective at recruiting and developing subject and middle leaders, including those in charge of Jewish studies. Leaders at all levels have an excellent understanding of how well the school is doing. All members of staff work together extremely well to make

pupils' experiences as positive and purposeful as possible.

- The range of subjects and topics is being remodelled in line with the new National Curriculum to enhance pupils' learning. A wide range of visits, visitors and after-school clubs contributes very well to pupils' spiritual, moral, social and cultural development. The school works hard to ensure that there is no discrimination.
- Parents and carers are very positive about the school. They welcome its inclusive approach and feel they are kept very well informed. They like the fact that all pupils are treated equally, whatever their circumstances, and given the chance to succeed.
- The local authority has provided good support since the school came under its wing, particularly with evaluating the effectiveness of its work.
- While the school has not received any additional government sports premium money, parents and carers have raised funds to purchase new gym equipment. This has led to improvements in gymnastics.
- **The governance of the school:**
 - Governors are highly ambitious for the school and have worked very hard to support it. They have high expectations of leaders and make a point of finding out how well things are going for themselves. This gives them a very good insight into pupils' performance and the quality of teaching and enables them to ask probing questions.
 - Governors' excellent vision for the school has made a significant contribution to its success, including securing and renovating the new school building. They know about the way teachers' performance is managed and what the school is doing to reward good teaching and tackle any underperformance. Governors ensure that all safeguarding arrangements are exemplary.

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	139727
Local authority	Barnet
Inspection number	439931

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Jason Marantz
Headteacher	Hayley Gross
Date of previous school inspection	Not previously inspected
Telephone number	020 3115 1900
Email address	office.manager@morashajps.org.uk

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