



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

KEREM SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Kerem School

Full Name of School	Kerem School
DfE Number	302/6068
Registered Charity Number	1063815
Address	Kerem School Norrice Lea Hampstead Garden Suburb London N2 0RE
Telephone Number	0208 455 0909
Fax Number	0208 209 0726
Email Address	admin@keremschool.co.uk
Head	Miss Alyson Burns
Chair of Governors	Mr David Wolfson QC
Age Range	3 to 11
Total Number of Pupils	250
Gender of Pupils	Mixed (125 boys; 125 girls)
Numbers by Age	3-5 (EYFS): 73 5-11: 177
Early Years Co-ordinator	Mrs Charlene Kirschner
EYFS Gender	Mixed
Inspection Dates	30th June 2014 to 3rd July 2014

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The school has not previously been inspected by ISI. Its previous inspections were undertaken by Ofsted in May 2007 (Kerem House) and October 2008 (Kerem School).

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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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 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.

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', 'requires improvement' 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 members of school and synagogue staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Christopher Sanderson	Reporting Inspector
Mr Graham Reeder	Team Inspector (Former Deputy Head, IAPS school)
Mrs Frances Proud	Team Inspector (Head of Department, HMC school)
Dr Simon Willcocks	Team Inspector (Former Head, IAPS school)
Mr Richard Balding	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kerem School is a non-selective community Jewish day school in Hampstead Garden Suburb. It was founded in 1948 and provides a Jewish and secular education for boys and girls from the age of three to eleven. The main premises are situated within Hampstead Garden Suburb United Synagogue and priority in offering places is given to families who are members of the synagogue. The Early Years Unit (EYU), the school's Early Year Foundation Stage (EYFS), is situated in a separate building formerly known as Kerem House, a short walk away. The school is a registered charity and its work is overseen by a governing body, six of whom, comprising an executive committee, are its directors.
- 1.2 At the time of the previous Ofsted inspections, pupils were admitted in the Reception class at Kerem School. 'Kerem House', a separate, linked institution provided Early Years education for children from the ages of two to four. Each institution was inspected separately by Ofsted. Since these inspections, the Early Years provision has been incorporated into Kerem School and the age range altered to accept pupils from the age of three. The Reception classes have moved to the 'Kerem House' location to form the distinct EYU.
- 1.3 The school aims for every pupil to be a confident, happy and motivated child who achieves his or her maximum potential in secular and Jewish studies. It seeks to lay firm foundations for future learning in Early Years and enable pupils to reach the highest possible standards through emphasis on personal attention. The school aims for pupils to enjoy their time at the school and recognise their strong personal link with Jewish learning, traditions and culture in a non-selective community school.
- 1.4 At the time of inspection there were 250 pupils on roll. This includes 73 in the EYU. Most pupils live in Hampstead Garden Suburb and the surrounding area of north west London. Most pupils come from families with professional and business backgrounds. They represent a wide range of nationalities. The ability profile of the school is above the national average. Most pupils enter the school in the EYU, following an interview with the headteacher. There are 31 pupils for whom English is an additional language (EAL). The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist learning support from the school. One pupil with a statement of special educational needs attends the school.
- 1.5 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 Throughout the school, pupils are well educated in accordance with the school's aims. Their achievement, within and beyond the curriculum, is excellent. They are articulate and confident and almost all secure places at their chosen secondary school. Their attainment and progress are excellent and they have positive attitudes to their learning. The quality of the curriculum is excellent. It is managed well, dynamic, planned carefully and provides pupils of all abilities with a rich learning experience. It is enriched by an extensive range of themed days and educational visits. Pupils benefit from a considerable range of extra-curricular activities. Excellent teaching enables pupils to make high levels of progress. Inspiring lessons are founded on excellent subject knowledge. At its best, marking is excellent, but not consistently so throughout the school. Similarly, excellent practice in providing for individual needs in class is not wholly consistent in every year group. The school has met fully the requirements of the previous Ofsted inspections, relating to provision in the EYFS and peer observation.
- 2.2 The pupils' personal development, in both the EYU and main school, is excellent and reflects a strong Jewish ethos. The school is highly successful in creating a family community in which self-esteem and personal and moral awareness are outstanding. Pupils show tolerance and respect, accept responsibility willingly and are sensitive to each other's needs. They develop a strong understanding of their own and other cultures. Pastoral care is excellent. Pupils are extremely well cared for and feel safe in a community of which they are proud. Relationships between staff and pupils and among the pupils themselves are excellent. As they move up the school, and when they leave, pupils are extremely well prepared for each stage of their education. Welfare, health and safety are excellent on both school sites, due to the experience and awareness of staff. Safeguarding arrangements are extensive and meet requirements and staff are appointed according to due process. Fire safety and first aid and medical matters are managed particularly well.
- 2.3 Excellent governance ensures a thorough oversight of the school, ensuring that it meets its aims. The wide experience of the governing body and their individually delegated areas of focus facilitate a well-informed insight into the school, strong support and challenge and enable them to meet their regulatory responsibilities. Excellent leadership and management are successful in ensuring that structures are effective, that staff are carefully monitored and supported, and that pupils are safeguarded and able to make excellent progress in line with the aims of the school. Self-evaluation is strong throughout the school, enabling well-focused development planning. Links with parents are particularly strong. Parents are very supportive of the school, its work and its promotion of Jewish culture and values within the community. Parents receive the required information from the school and benefit from excellent communication. The school handles any parental concerns with due care.

2.(b) Action points

(i) Compliance with regulatory requirements

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

(ii) Recommendation for further improvement

- 2.5 The school is advised to make the following improvement.
1. Ensure consistency in teaching through sharing best practice, particularly by clearly indicating next steps for improvement in marking, and deploying a wide range of strategies to meet the needs of all pupils.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The achievement of the pupils is excellent.
- 3.2 Pupils are particularly well educated in accordance with the school's aim to achieve maximum potential in secular and Jewish studies. The pupils' positive attitudes to learning and their exemplary behaviour support their achievement strongly. In the main school, pupils build on the secure foundations established in the EYU. Pupils of all ages develop good knowledge, understanding and skills and express themselves clearly, both orally and in writing.
- 3.3 The pupils' excellent achievement, both within and beyond the curriculum, is enabled by their enthusiasm for learning, which extends beyond their academic studies and is clearly evident across the range of curricular and extra-curricular activities available. The overall quality and standards of the early years provision are excellent. All EYU children, including those who need extra help, make considerable progress from a wide range of starting points. By the end of Nursery, they can recognise and order numbers up to ten, some counting to twenty and, in Reception, they deal confidently with numbers up to twenty and count in twos, fives and tens. They develop secure fine motor skills; they hold pencils correctly and use scissors. They become more independent, handling clothing more confidently, and learn to make choices. Their increasing information and communication technology (ICT) skills are evident as they operate their tablet computers.
- 3.4 At the end of Reception, profile scores show the majority of children to have exceeded the expectations of the Early Learning Goals. Most read at a level above the normal expectations for their age, some already reading books from Year 1, and write simple sentences independently. Through more formal ICT lessons in the main school they learn to use commercial software programmes to word process and draw pictures. They become more articulate as their vocabulary expands and their personal and physical development ensures they are well-prepared for the transition to Year 1.
- 3.5 Throughout the school, pupils show excellent scientific knowledge and understanding and have the ability to apply mathematical principles effectively. Younger pupils used bar graphs successfully in science to show hand span variance in their class. Artwork throughout the school and pupils' understanding of the works of famous artists and art traditions is of a very high standard. Pupils demonstrate good technological skills in their use of tablet computers in the curriculum. They compete, with notable success, at local levels in netball, swimming, and five-a-side football. Pupils have enjoyed triumphs in regional chess tournaments and poetry and writing competitions, and gained certification in music, speech and drama examinations.
- 3.6 Pupils of all ages are articulate and self-confident speakers and can work independently, reason cohesively and discuss effectively. In a personal, social, health and citizenship education (PSHCE) lesson younger pupils reasoned expressively about the purchase of a professional football club by a pop star celebrity.
- 3.7 Almost all pupils gain a place at the secondary school of their choice, several winning scholarship awards to selective independent schools. A significant number

gain places in Jewish secondary schools. Through the support provided for those with SEND and the range of initiatives to challenge the more able, pupils of all abilities achieve high standards in relation to their capabilities and starting points.

- 3.8 Pupils' attainment cannot be measured in relation to average performance against a fixed national norm but, on the evidence available, it is judged to be excellent. Pupils follow a demanding curriculum, including the study of Modern Hebrew (Ivrit) as a spoken language, in which they achieve significant success. The inspectors' analysis of the school's assessment data, together with information gained from lesson observations and the scrutiny of pupils' work, confirm this judgement.
- 3.9 This level of attainment indicates that pupils, including the most able, and particularly those with SEND or EAL, make an excellent rate of progress in relation to pupils of similar ability. In a significant number of lessons, progress was often rapid because learning tasks provided a significant challenge in relation to learners' abilities.
- 3.10 Such achievement and progress also reflect pupils' excellent attitudes to learning throughout the school. They settle quickly to their studies and apply themselves wholeheartedly, working with their teachers, both in and out of the classroom, to make the most of their lessons. They participate well, listen attentively and work well co-operatively. They are conscientious and the standard of the presentation of their well-organised work is extremely high. They show a very mature self-confidence and speak with pride of the school and their teachers. Their enthusiasm and sense of enjoyment is palpable; in discussions with inspectors, pupils unanimously declared their excitement and gratitude for their school.

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

- 3.11 The contribution of curricular and extra-curricular provision is excellent.
- 3.12 The school meets its aim to educate pupils through a broad, balanced and relevant curriculum, which provides excellent continuity and progression and takes individual differences into account. Integral to the overall curriculum is a broad-based Jewish studies programme, which supports fully the school's aim to instil a deep knowledge and appreciation of Jewish tradition and ethics. The curriculum provides for the study of Modern Hebrew (Ivrit) throughout the school.
- 3.13 The curriculum provides an excellent level of challenge. It allows pupils to use their initiative, study independently, work collaboratively and co-operatively and engage in self-directed research; it provides a secure framework for pupils to be responsible for and take risks in their learning. In meeting the needs of the range of children who attend the EYU, the provision is excellent. Initial assessments in Nursery enable the early formulation of individual plans for each child's next step, and successful identification of those who need extra help. The educational programmes provided in the EYU ensure that, by the end of Reception, the majority of children progress to exceed the expectations of the Early Learning Goals.
- 3.14 The curriculum is planned carefully in all its stages; it is highly suitable to the ages, ability range and learning needs of the pupils and benefits from a wide range of human resources, including teaching assistants and support staff. Throughout the school the tracking of pupils' achievement is thorough and informative, facilitating efficiently the extension of the most able and support for pupils with SEND and EAL. Excellent provision for ICT throughout the curriculum and in all age groups, follows a focus on developing the use of ICT in the school development plan. It is used productively and imaginatively, enabling pupils to increase their learning. Pupil

blogs provide an additional dimension to ICT experiences. In the winter months, the prioritisation of core areas, taking advantage of cross-curricular links, and careful timetabling of breaks enables early closing on Fridays for the Sabbath without affecting the curriculum. Within its shared premises, the school manages the space at its disposal well, making imaginative and constructive use of both indoor and outdoor areas.

- 3.15 The extra-curricular framework provides strong support to the curriculum, particularly in sport and music. Pupils attend the activities with great enthusiasm. Clubs also provide a further dimension to the curriculum and the pupils' curricular skills. 'Big Thinkers' Club', for example, enables pupils to develop their thinking and reasoning skills.
- 3.16 The curriculum is further enriched by a wide range of themed days and events, such as a Victorian day, arts week and also 'Yom Talmid', during which Year 6 pupils take over the running of the school. A daily Tefillah (assembly) and celebration of a range of Jewish festivals, such as Chanukkah and Sukkot, further support pupils' understanding of and love for their culture and religion. A particular initiative, called U-Teach, in which pupils can take on a teaching role, helps them investigate areas of personal interest and is very successful in enabling them to undertake their own research and share it with their peers.
- 3.17 Curricular provision benefits from a wide range of day and residential trips, from visiting specialists and workshops and regular trips to theatres, museums and historical, geographical and geological sites. A Year 5 Shabbaton retreat enables pupils to gain greater insight into their cultural traditions.
- 3.18 Pupils derive much from excellent links with the wider community; they run the school's many charitable projects, choosing charities, creating ideas for fundraising and helping to organise events, such as for victims of the Philippines typhoon. Exchange visits with a local Church of England school, close links with a school for children with severe learning difficulties, and visits and tea parties with senior members of the community further enhance the pupils' experience.

3.(c) The contribution of teaching

- 3.19 The quality of teaching is excellent.
- 3.20 Interesting and inspiring teaching, founded on excellent subject knowledge, ensures that the school achieves its aim for pupils to be confident, happy and well motivated, achieving their maximum potential in secular and Jewish studies. Teaching is particularly focused on ensuring that pupils of all abilities, especially the less able, are properly supported. It lays an excellent foundation for the pupils' future studies. The high quality teaching in the demanding Jewish studies programme is central to this aim and is the foundation for the school in meeting its ambition to be at the heart of its community.
- 3.21 Teaching displays excellent enthusiasm and commitment. In the EYU, children respond to the high expectations of the staff as they take part enthusiastically in all activities, continually developing academically, physically and personally as they become more independent. Throughout the school, teaching benefits from a strong sense of teamwork, which includes the valuable observation of colleagues' lessons, alongside the more formal performance management process, demonstrating that the school has responded effectively to the recommendation at the previous

inspection to ensure the wider dissemination of best practice in teaching by peer observation.

- 3.22 In the EYU, spacious and generously resourced, welcoming rooms, together with easily accessible well-equipped outdoor areas support high quality teaching. This enables all children to learn effectively in all areas of learning and engage in imaginative role play and physical development in preparation for the next stage.
- 3.23 The planning, organisation and conduct of teaching are founded on conscientious care for the progress of each pupil, including those with SEND, those with EAL and the more able. The school fulfils efficiently its obligation to carry out the provision set out in statements of pupils with special educational needs. In their responses to the pre-inspection questionnaire a very small minority of parents indicated concern that the most able pupils are not sufficiently challenged. Inspectors found that, in most year groups, teaching deploys a wide range of strategies, both to stretch the most able and to support the least able. However, in a very small minority of year groups, the strategies to meet the needs of pupils across the whole ability range are more limited. The clear and helpful guidance regarding individual needs, including specific educational or healthcare plans, and the training provided for teachers and assistants ensure excellent help both within and outside the classroom. The provision for pupils with EAL is extremely well focused. This includes those who join the school already fluent in Hebrew, who are given challenging tasks suited to their ability in these classes, and pupils with first languages other than English, who receive extra help to meet the demands of lessons conducted in English.
- 3.24 In a high proportion of classes, marking is careful, timely, and helpful, promoting pupils' learning strongly. However, this is not consistent throughout the school. In the best examples, marking gives clear guidance about how pupils can improve their work, but in some cases it is simply congratulatory. Teaching provides well-focused informal assessment and guidance during lessons and informative formal assessment at the end of a piece of work or a topic. Assessment information and data are used meticulously to measure progress and inform planning. Careful observations in the EYU enable detailed individual learning journals to be produced, informing staff and parents about each child's progress through focus meetings and, together with weekly staff meetings, help to plan the next step.
- 3.25 Time management is mostly good; lessons are paced well to sustain the pupils' interest and enthusiasm. Teaching uses a broad range of resources imaginatively; the wide range of creative uses of interactive whiteboards and tablet computers enhances the pupils' interest and their learning. Clear enthusiasm and inspiring activities engage pupils well throughout their lessons. Flexibility in the choice of teaching methods strongly promotes the pupils' learning and enables them to develop their skills in independent thinking; an animated discussion on the worth of studying ancient history enabled older pupils to demonstrate strong reasoning skills.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The school, at the heart of a community which acknowledges that Jewish values are an integral part of all studies, succeeds in its aim of preparing pupils to be active citizens in a modern secular world. In the EYU, the children's personal and emotional development is excellent; they relate extremely well to their peers and to adults as they share willingly, take turns and show genuine care for one another. Throughout the school, pupils are respectful, confident and relate well to one another and adults. They have well-developed personalities for their ages, are thoughtful and show a keen sense of fair-play. Joint classroom activities and regular play together for Reception and Nursery children ensure a seamless transition from Nursery to Reception. The weekly visits by Reception to the main school, and visits to the EYU by the Year 1 teacher, ensure a smooth progression to the main school site. By the time they reach Year 6, pupils balance high-esteem with care, are self-critical and many show clear awareness of their own strengths and weaknesses, so that they leave the school with an excellent level of personal development.
- 4.3 The pupils' spiritual development is excellent, reflecting the school's strong Jewish ethos. Tefillah, prayers and the wide-ranging Jewish studies programme, followed from Nursery upwards, enable pupils to develop strongly, seen in their considerable concern and respect for others. Pupils reflect carefully upon different situations and have a clear appreciation for the non-material aspects of life. The considerable depth of thought and pertinent contributions during discussions in a before-school thinkers' club, in which senior pupils meet to discuss important life issues, show that they reach a high level of emotional maturity.
- 4.4 The pupils' moral development is excellent. From the EYU onwards, they develop an informed view of what is right and wrong and a clear set of moral values, based on their religious education. The pupils' excellent conduct, both in lessons and around the school, demonstrates both an awareness of the need for a code of behaviour and an understanding of the motivational value of rewards within the school's positive approach to behaviour management. Older pupils understand the need for rules in society and prefects take their responsibilities seriously.
- 4.5 At all ages, the pupils' social development is excellent. The atmosphere of belonging to a family, and of caring and making the best efforts for one another pervades the school; Year 6 pupils meet and greet new Year 1 pupils at the gate at the start of the autumn term, look after them before the start of the school day and pair up with them in Tefillah to guide them through the prayers. Through several subjects in the curriculum, particularly PSHCE and Jewish studies, pupils develop an excellent awareness of the social, political and economic world around them. They enjoy making their voices and views heard through the active school council, which has, as one of its functions, choosing the charities the school will support. Pupils have a good awareness of others, and develop empathy for the challenging circumstances in which some people live, through charitable activities.
- 4.6 The pupils' cultural awareness is excellent. As well as the detailed understanding of their own faith and culture, promoted by the extensive programme of Jewish studies, they gain a strong appreciation of cultural diversity through the range of other cultures studied in school. Their understanding is enriched by links with, and visits

from, representatives of a range of cultures in their community and through their academic studies. They benefit from a balanced discussion of political and social issues in PSHCE, history and English. The pupils' excellent knowledge of, and involvement in, their own western cultural heritage is evident in the high standards of their artwork, music-making and drama, and is supported by their many visits to theatres, concerts, museums and galleries. Their wider cultural awareness is enhanced by the school's close connection with a school in Ghana.

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

4.7 Pastoral care is excellent.

4.8 The pastoral guidance provided by the school ensures strong support for pupils. In the EYU they work and play happily, both individually and co-operatively. They listen well, act upon instructions and become increasingly articulate as they talk happily to each other and to adults. The contribution of the EYU to the children's well-being is excellent. Each child has a key person, who establishes strong relationships with both child and parents to enhance the child's development. Pupils feel part of an embracing community. All the pupils who completed the pre-inspection questionnaire and those interviewed said that they like being at the school; they feel safe, secure and well cared for in accordance with the school's aims of providing a secure, supportive and caring environment. Efficient procedures work extremely well to nurture and bring out the best in the pupils and ensure that concerns are dealt with promptly. Throughout the school, relationships between pupils and staff, and amongst the pupils themselves, are excellent and are central to the ethos of the school, the quality of its care and the pupils' pride in their identity and community. Across all aspects of the school's life, staff know the pupils thoroughly.

4.9 The school's policies and procedures to promote positive behaviour, deal constructively with unacceptable conduct and guard against harassment and bullying, are wide ranging and work very well. They take account, as appropriate, of any related difficulty or disability. In class and around the school there is clear respect for other members of the community. In discussion, pupils noted that, on the few occasions when conflict does occur, it is usually mild and dealt with quickly and effectively. Staff monitor the pupils' behaviour through thorough tracking systems which enable trends to be readily identified. Excellent strategies strongly support pupils where appropriate. The rewards and sanctions system, characterised by the 'caught being good' and the 'Miss Burns' tea party' initiatives, is clearly understood and is a positive motivator. An effective e-safety policy supports pupils in recognising and responding to cyber-bullying and e-safety is a regular part of ICT lessons. The school has a suitable plan for educational access for pupils with SEND.

4.10 Healthy eating and the need to take regular exercise are important parts of the pupils' education, reinforced by a comprehensive sporting programme. In the EYU, children develop good personal hygiene habits and learn about keeping themselves safe. Their imaginatively equipped outdoor areas and the timetabled PE sessions enhance their physical development and teach the importance of regular exercise. In the main school, health topics feature regularly in science and PSHCE lessons and extra-curricular activities, such as cooking club. Children in the EYU learn about healthy eating at snack times and learn to make choices at the nutritious freshly cooked lunches. Catering arrangements, appreciated by pupils and parents, ensure an excellent standard of food, which meets religious stipulations.

- 4.11 Excellent channels of communication give pupils a high degree of involvement in many of the school's processes. The work of the school council and the outcomes of the school's autumn term pupil survey demonstrate that pupils' views are heard, and help the pupils effect positive change.

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

- 4.12 Arrangements for welfare, health and safety are excellent.
- 4.13 The strong sense of community throughout the school forms an excellent foundation to ensure that pupils feel safe and that they are cared for well. In both locations, site management staff contribute strongly to the pupils' safety.
- 4.14 Throughout the school, detailed safeguarding arrangements take account of the shared premises with the synagogue and have due regard to official guidance. All adults working or volunteering on the sites are appointed in accordance with safer recruitment requirements and undertake appropriate training in child protection. The school and synagogue work together well to control access to the premises. Visitors to the EYU setting are made welcome by the children, who know confidently that their welfare is safeguarded effectively by caring staff.
- 4.15 All necessary measures are taken to reduce the risk from fire and other hazards. Fire safety equipment is maintained appropriately, staff have relevant qualifications and experience in fire prevention and the school undertakes evacuation drills efficiently at both the EYU and main school sites to ensure familiarity with routines.
- 4.16 At both the EYU and the main school sites, health and safety procedures are carefully planned to keep staff and pupils safe, on the school premises, on off-site visits, and in transit between the two venues. Regular testing of equipment, appropriate training of staff, well-informed assessments of risk, careful oversight and review of procedures, and the vigilance of staff, provide an environment in which welfare is strongly promoted.
- 4.17 Measures to deal with pupils who are ill or injured, or have particular medical or educational needs or disabilities, are extremely thorough. Individual educational or healthcare plans are drawn up as necessary, under the guidance of experienced staff. The medical facilities meet requirements and a large proportion of the staff hold first aid qualifications, with suitable arrangements in the EYU. The admission register is maintained as required, attendance registers are completed meticulously and both are retained for the required period of time.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 A large governing body, led by an executive committee, brings a wide range of expertise and experience to the school. This ensures that governance provides well-informed and thorough oversight, enabling the school capably to meet its aims. Governors are largely drawn from the local area and have connections with the synagogue, reinforcing the ambition for the school to be embedded in its community. All governors have responsibility for specific areas of school life. A governor with responsibility for Early Years, together with plentiful resources evidence the substantial support provided by the governors. This has facilitated the many improvements to the setting, resulting in all children being cared for well in a welcoming and safe environment. Governors report on their specific areas to meetings, providing a thorough overview. This enables the governing body to fulfil its responsibilities well in respect of educational standards, financial planning and investment in staff and resources, and to liaise effectively with synagogue staff in relation to accommodation.
- 5.3 The receipt of reports from the head, and the head of Jewish studies, presentations to governors from members of staff and the governors' regular presence in school ensure that they have an excellent insight into the working of the school. Governors participate regularly in training, both within the school and from external providers, to develop their expertise and understanding. This enables them to monitor the work of the school and provide support and challenge to its leadership highly effectively.
- 5.4 Governors are successful in the discharge of their statutory responsibilities. Attendance at the school's training in safeguarding provides the necessary understanding to monitor its child protection arrangements. Governors undertake effectively their annual review of safeguarding.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Energetic, careful and caring leadership is the hallmark of the school. The leadership structures are both effective and well planned. A proficient line management system is balanced well by formal and informal peer support structures for staff, providing a strong foundation for the development of the school.
- 5.7 The quality of leadership and management in the EYU is excellent and, throughout the school, leadership is successful in achieving its aim that every pupil should leave as a confident, happy and motivated child who achieves his or her maximum potential in secular and Jewish studies. The school's leadership ensures a clear emphasis at all levels on achieving its aims and focuses strongly on the rigorous monitoring of the extent to which the school meets them. Leadership promotes a keen awareness of its role as a community school, ensuring its distinctive atmosphere.

- 5.8 At all levels of management, delegated responsibilities are discharged well. Subject co-ordinators work effectively with teachers in all parts of the school and, with the assessment and key stage co-ordinators, they monitor progress closely and guide strategic planning effectively. An efficiently organised programme of regular meetings provides a clear overview and ensures that goals are achieved. Weekly staff meetings and termly 'Every Child Matters' meetings enable the evaluation of each child's progress to plan the next steps in learning. The close-knit team continually shares information to ensure effective planning. Regular evaluation of the setting results in targets being set to enhance the children's learning experiences and personal development.
- 5.9 Staff benefit from regular and up-to-date training, provided by both the school's leadership and external sources. Management at all levels empowers staff to put training and guidance into practice, to develop skills and to enhance the education and personal development of the pupils. Effective reflection and self-evaluation are regular practices. Leadership is approachable and facilitates an atmosphere in which staff throughout the school are willing to ask for advice and support when needed. Both formal and informal structures provide excellent support for both new and existing staff. In both sections of the school, the performance management scheme, which includes the setting and monitoring of targets, works effectively to support staff. The system of supervision in the EYU provides direct support for all practitioners. Staff in the EYU share an ambitious vision for the setting and strive consistently for improvement and development. The setting has responded comprehensively to the recommendations relating to Early Years, made in both of the previous inspections. Many other improvements and changes have been made, demonstrating excellent capacity for further improvement.
- 5.10 Development planning is distributed successfully through the leadership and management structure, ensuring strong motivation to ensure success in school development. At each level, managers ensure that their own section of the plan is put into practice and understand well how their areas of responsibility contribute to the whole school plan. A flexible approach to development planning enables plans to be modified to meet changing circumstances, such as the acceleration of timescales for extending ICT provision. At all levels, the well-being and progress of the pupils rests at the heart of development planning.
- 5.11 The school is successful in recruiting high quality, qualified staff, including in the EYU. The school's leadership is diligent in ensuring that all adults working on the school's two premises are suitably trained in safeguarding, that it forms part of the induction of new staff and that all receive training in health and safety as appropriate to their roles. Both teaching and non-teaching staff make a significant contribution to the well-being of the pupils and the success of the school. Administration, finance, security and maintenance staff contribute strongly to the life of the school and its sense of community. The school's leadership focuses strongly on sustaining a good relationship with the synagogue and its staff, securing efficient use of shared facilities.
- 5.12 Strong links with parents are a notable feature of both the EYU and the main school. The school actively encourages parents to be involved in their children's education and in the life of the school, ensuring that it meets its aim to be a community school in which pupils recognise their strong personal link with Jewish learning, traditions and culture. Parents of children in the EYU feel closely involved with their child's development. They play an integral part in the settling-in process, which involves meetings and home visits and they welcome the termly focus meetings, which detail

their child's progress, as well as informal talks with staff at drop-off and collection times. From the EYU onwards, the school works closely with parents and outside agencies to support those children with SEND, ensuring that appropriate interventions are secured and they receive the support they need.

- 5.13 Throughout the school, parents are highly satisfied with the education and support provided for their children. In their responses to the pre-inspection questionnaire, parents indicated their overwhelming support for the school's care for their children, confidence that children are happy and feel safe, and noted that parents are strongly encouraged to be involved in the life of the school and their children's work. They believe the school promotes worthwhile attitudes and values, a view with which the inspection team concurred. A very small minority of parents expressed concern about their child's homework. Inspectors found that the amount of homework set was appropriate for the children's age and stage of learning.
- 5.14 Parents receive comprehensive information about their children's work and progress, comprising an annual written report, which is detailed, informative and constructive, and two parents' consultation evenings. A range of informative weekly newsletters, enables parents to remain closely informed about the work of the school.
- 5.15 Parents have good opportunities to be actively involved in the work and progress of their children. They can attend events ranging from school fixtures and plays to charity events. Those parents wishing to be more fully involved may do so through the active and committed parent teacher association, which organises social events and raises funds for the school and a wide range of charities.
- 5.16 Information provided for parents of current and prospective pupils is detailed and helpful. It includes all that is required. Parents, including those whose children have SEND, are able to maintain a close dialogue with the school staff through informal meetings and email exchanges.
- 5.17 The school takes seriously any concerns expressed by parents. Formal complaints are rare and are handled promptly and correctly, in accordance with the school's published procedures, which meet requirements. Almost all parents consider the school provides timely responses to their concerns. They express a high level of satisfaction with the governance and leadership and management of the school and are extremely pleased with the overall quality of the education which their children receive at the school.

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