

Morasha Jewish Primary School

Independent school inspection report

DCSF registration number 302/6200
Unique reference number 135726
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Inspection dates 15–16 September 2009
Reporting inspector Sue Frater HMI

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

Age group: 4–7

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.¹

Information about the school

Morasha Jewish Primary School is a new school serving the needs of the Jewish community in Finchley. It is an independent day school for boys and girls of all abilities aged 4 to 7 years, with plans to extend up to 11 years. Currently, there are 32 pupils on roll. Most pupils are of White British background and there are a few pupils from minority ethnic groups who are at an early stage of learning English. There are no pupils with statements of special educational needs. The school started with a class of children in the Early Years Foundation Stage in September 2008. These pupils have now moved through to Year 1 of Key Stage 1. The school is a registered charitable trust. It provides childcare for children from the end of the Early Years Foundation Stage to age eight years.

The school aims to provide 'a modern orthodox Jewish environment that demonstrates a commitment to Torah values and the teaching of Ivrit as a living language, and fosters a strong positive attitude towards Israel'. The school endeavours to 'work in partnership with families and the community to develop pupils to become responsible, committed members of the Jewish community and society at large. In an integrated environment of both secular and Jewish academic excellence, the school aims to nurture and encourage all of its pupils to achieve their full potential and become tolerant and respectful global citizens'. The school promotes the integration of Limmudei Chol (secular studies) and Limmudei Kodesh (Jewish studies) to enhance the relevance of their connection for the child.

This is the first inspection of the school.

Evaluation of the school

Morasha Jewish Primary School provides a good quality of education and meets its aims. The curriculum is good and, together with good teaching and assessment, it promotes pupils' good progress. Limmudei Kodesh underpin pupils' outstanding spiritual, moral, social and cultural development, and their outstanding behaviour. Provision for the welfare, health and safety of the pupils is good and safeguarding procedures are rigorous. The Early Years Foundation Stage is a particular strength of the school. The outcomes for children and overall effectiveness in this stage are outstanding due to the outstanding quality of provision and of leadership and

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

management in the Reception class. The school meets all but one of the regulations for independent schools.

Quality of education

Good curricular quality and breadth is achieved through linking Jewish studies with the National Curriculum subjects of literacy, numeracy, information and communication technology (ICT), science, design and technology, geography, history and art. While the school makes good use of its resources and premises for music and physical education, it is aware of the need to broaden opportunities in these areas for pupils in Key Stage 1. Ivrit is taught as the school's modern foreign language. Dual language resources, together with support from a Hebrew speaking teacher and teaching assistant, provide access to the full curriculum for pupils for whom English is an additional language. Personal, social and health education prepares pupils well for their adult life. Educational visits and extra-curricular activities are limited currently to a farm, other schools and a football club. However, there are suitable plans to extend the range. Pupils have extensive opportunities to take on responsibilities. For example, they act as class mentors and reading buddies and suggest changes, such as to playground activities, through the school council.

A parent wrote, 'We are impressed by the dedication, professionalism and flair of the teachers. Our son has thrived both socially and educationally in the time he has been at the school.' Another parent commented that the school provides, '... great dedication and wonderful vision for children's education'. Features of the good quality of teaching include skilful use of questioning, good behaviour management and well-structured lessons. Effective use of resources, including interactive whiteboards, enables teachers to model new skills. This in turn enables pupils to apply new concepts and skills independently in a range of practical activities. Good use is made of assessment to inform teachers' planning to meet the differing needs of pupils. Teaching assistants are used well to support individual pupils and groups, including those with learning difficulties. Assessment in Year 1 is currently building on the early learning goals, although teachers have started to track progress using National Curriculum levels in reading and writing. The school is aware of the need to monitor closely the progress of all pupils as it continues to expand.

All pupils make good progress, particularly in social skills and literacy. The school has identified the need to develop further its planning for progression in numeracy within and across year groups.

Spiritual, moral, social and cultural development of the pupils

Pupils' outstanding spiritual, moral, social and cultural development is due to the very wide range of opportunities to contribute to activities which promote their self-knowledge, self-esteem and self-confidence. For example, pupils explore their cultural heritage through role-play, they are praised and have the opportunity to become 'Star of the Week', and they perform religious celebrations such as Kaballat

Shabbat and Rosh Hashana for parents and for pupils from the local primary school. Pupils enjoy school very much. This is evident in their good attendance, their enthusiastic approach to lessons and good relationships. A parent wrote, 'Morasha JPS is a blessing for me and my son. My son likes all kids and staff. They are wonderful to him.'

Pupils' behaviour is outstanding. Through the curriculum and the ethos of the school, pupils learn to distinguish between right and wrong and to respect the law. They are encouraged to be self-disciplined and courteous, to show initiative and to contribute to community life. This, together with the skills they learn, helps to prepare them very well for their future economic well-being. Through such activities as visits from the police and paramedics, and by learning about the Houses of Parliament, the pupils develop a broad general knowledge of public institutions and services in England. They acquire an appreciation of their own and other cultures through charitable pursuits, school links, and in studying how different cultures, such as the Chinese nation, celebrate New Year.

Welfare, health and safety of the pupils

Good provision is made for the welfare, health and safety of the pupils and all regulations are met. Pupils say they feel safe. They know what to do if bullying should occur, but say it happens very rarely. All relevant policies and procedures, such as those for safeguarding, health and safety including risk assessments, are in place. Staff have up-to-date training in child protection and first aid. Regulations for fire safety are met. Pupils understand the behaviour policy and the system of rewards and sanctions. They are supervised appropriately at lunchtime and breaks. A behaviour log and admission and attendance registers are maintained suitably. As a result of the school's participation in the local authority's 'Happy Project', pupils eat healthily, walk to school and participate in physical exercise. The school has responded well to the Disability Discrimination Act in making the premises and curriculum accessible to all pupils.

Suitability of the proprietor and staff

The school implements safe recruitment procedures and carries out all required checks on the suitability of the proprietor and staff. All regulations are met.

School's premises and accommodation

The premises and accommodation are good. The site is shared with a local primary school and the school makes effective use of this to develop pupils' understanding of each other's cultures, for example through joint assemblies. The premises and accommodation are maintained well and meet all the regulations.

Provision of information for parents, carers and others

The school makes good provision of information for parents, carers and others. Its user-friendly website and prospectus provide access to school policies and contact details in addition to information on the ethos and curriculum. Regular newsletters, curriculum evenings and assemblies keep parents well informed. Annual school reports provide appropriate detail to parents on their children's progress and text messages keep them informed of ongoing achievements. Twenty-one parents returned completed questionnaires to the inspectors and all were very positive about the work of the school. One parent commented, 'The information that we received and meetings we attended before the school starting date gave us excellent information.' While the school makes good provision for pupils for whom English is an additional language, it does not inform parents or prospective parents about this provision or the provision it would make to support pupils with statements of special educational needs. This is the only regulation it does not meet.

Procedures for handling complaints

All regulations are met. The complaints policy is accessible on the school's website and a copy is given to all new parents. No complaints were received in the previous year.

Effectiveness of the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage are outstanding. Children enjoy their education very much, make rapid progress and achieve well above age-related expectations. They are very aware of how to keep safe and healthy, and contribute eagerly to an extensive range of activities. They develop excellent social skills as well as skills in literacy, numeracy and ICT.

The quality of provision is outstanding. A parent wrote, 'The settling in period was well planned and organised... The teachers have been warm, welcoming, and have made my child instantly at ease. She has been happier this last week at the school gates than on any day in the last two years of nursery school.' Through their detailed recorded observations, photographs and assessments, staff know the welfare and learning needs of individual children very well. They meet the needs through planning a balance of adult-led and child-initiated activities covering the six areas of learning, both inside the classroom and out, although the outside area needs to be developed for use on rainy days.

The effectiveness of the leadership and management of the Early Years Foundation Stage is outstanding. Excellent attention is given to safeguarding the children, engaging parents, and implementing policies and procedures to promote access to achievement for all children. The key teachers are constantly evaluating their practice to improve outcomes even further. Good use is made of training and support from the local authority, such as training in paediatric first aid. Very effective use is

made of resources including teaching assistants. The overall effectiveness of this stage is outstanding. The needs of each child are met very well and there is outstanding capacity to sustain the existing high standards.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.²

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language (paragraph 6(3)(b)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Monitor closely the progress of all pupils as the school continues to expand.
- As identified in the school improvement plan, review teachers' planning for progression in numeracy within and across year groups to meet the needs of all pupils and broaden the opportunities for physical development and music in Key Stage 1.
- Develop further the use of the outside area for rainy days for children in the Early Years Foundation Stage.

² www.opsi.gov.uk/si/si2003/20031910.htm

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?	✓			
What is the quality of provision in the EYFS?	✓			
How effectively is the EYFS led and managed?	✓			
Overall effectiveness: how well does the school meet the needs of children in the EYFS?	✓			

School details

Name of school	Morasha Jewish Primary School		
DCSF number	302/6200		
Unique reference number	135726		
Type of school	Jewish Faith School		
Status	Independent		
Date school opened	15 September 2008		
Age range of pupils	4–7 years		
Gender of pupils	Boys and girls		
Number on roll (full-time pupils)	Boys: 18	Girls: 14	Total: 32
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,500		
Address of school	37 Moss Hall Grove London N12 8PE		
Telephone number	0208 3695964		
Email address	office@morashajps.org.uk		
Headteacher	Mrs Hayley Gross		
Proprietor	Finchley Jewish Primary School Trust		
Reporting inspector	Sue Frater HMI		
Dates of inspection	15–16 September 2009		