

BPSI School Review Report

The review gives leaders an opportunity to sharpen their evaluation of the school's performance and identify ways in which they can become even more effective in promoting school improvement. It gives leaders a chance to rehearse the skills needed in presenting their views and providing key evidence, which is likely to increase their preparedness for a short Ofsted inspection or a Section 5. Outside the confines of an official Ofsted inspection, the review is also an opportunity to discuss with the team how leaders are using the Common Inspection Framework criteria to drive improvement and refine their practice.

The review is not an Ofsted inspection / mock inspection but it has a key role to play in school improvement. It is commissioned by the school, and its findings are owned by the school, to use and interpret as the school sees fit.

The review draws on Ofsted inspection criteria to support leaders in arriving at a clearer view of their school's performance.

However, because of:

- the time limitations
- the decision made by BPSI that the review should be carried out by Barnet colleagues

The findings of the review might not accord with any judgements made as a result of an Ofsted inspection.

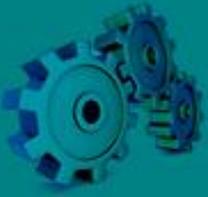
Name of School: Pardes House Primary School

Headteacher: Joel Sager

Date of Review: 29th January 2020

Review team:

- Paul Whitcombe
- Jenny Aylen
- Louise Yarwood



Objectives of the Review

To test the school's self-evaluation of school effectiveness, since the previous Ofsted and the subsequent development of systems and processes. To consider aspects of the quality of teaching and learning, leadership, personal development and behaviour in the school.

Outline of the Review

- The team observed teaching and learning in every classroom, looked at children's learning in books and talked to pupils about their learning.
- The team completed a deep dive in reading, maths and history.
- Members of the team met with Governors, senior leaders and middle leaders, talked to staff, and observed school life around the school at different times of the day.
- Members of the team listened to readers in all phases.
- Members of the team looked at documentation provided electronically, on the website and paper copies provided on the day.

Overview of School

Pardes House is a single-sex, voluntary aided Orthodox Jewish boys' primary school, with approximately 350 pupils. The school's prime catchment is the Jewish communities of north west London and sometimes beyond. Most pupils come into the school from the private Nursery on the same site and almost all live in North West London. The school has experienced year on year growth and takes an increasing number of SEND pupils.

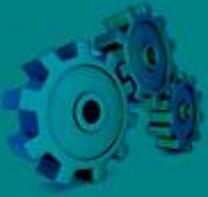
A significant proportion of the day is dedicated to the Jewish Studies curriculum, which is taught alongside the National Curriculum. The school day is long; 8.40 – 4.15 and 8.40 – 5.00 on Wednesdays for Years 4 – 6. Wider curriculum is offered through various clubs both before and after school.

The leadership team and Borough requested a review to ascertain the current effectiveness of the school, following significant change to the Ofsted framework.

There is a strong focus on teaching and learning. Behaviour is excellent and reflected in all aspects of the school. The Headteacher recognises the unique nature of the school and provides a strong focus on personal development.

The senior leadership team are cohesive, strong and ambitious focusing on the needs of the school and its pupils. They know the school and children well and recognise the areas for development. This is supported by a strong team ethos.

The team agreed that this is an effective school with an upward trajectory. There is clear evidence of consistent approaches being applied in a systematic way providing clarity for all staff.

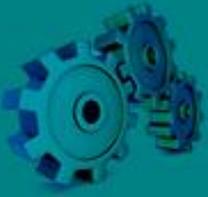


1. The Quality of Education

BPSI judgement:

The team agreed the school has a curriculum that is becoming well planned and sequenced. The programme of education indicated consistency and clarity in the systems used. Implementation enables pupils to understand key concepts and as a result they can talk confidently about their work. Teachers check understanding, mark efficiently and identify and correct misunderstandings. Leaders aim to embed key concepts in long term memory and use a range of strategies to inform best practice. Therefore, the Quality of Education is effective, which is indicated by the progress and attainment of students in published data.

- There is a fast pace of curriculum development. Plans are in place and topics reflect pupil interest. However sometimes this is not relevant to all ages and the structure of intent is overcomplicated. The leadership team are aware and are in the process of change, to year group or phase topics. The school therefore has a homegrown curriculum adapting to the developing needs of a knowledge and skills rich intent within a 2-year cycle.
- Early reading is strong and well organised. Read it and reap has had an impact on KS2. The structured approach to phonics, using Letters and Sounds has had an impact on pupils' ability to read. Pupils stated they enjoyed reading. For example, upper KS2 pupils read books appropriate for their age and could talk confidently about them. A Y3 pupil stated, "I know a lot of words because I read every day." This was supported by pupils having their reading books on desks with them.
- There is evidence, particularly in writing books, of clarity of a writing structure. This has had a significant impact in boys' performance in writing. However, opportunities to write in humanities was limited, as evidenced in books and displays. Writing in English books is ambitious and strong. Special writing events and days had impact and provided a purpose for writing. Boys stated they enjoyed writing. E.g. in Rec writing about small world labels. Y1 writing – If I jumped into a picture was well structured and key vocabulary was evident. The lesson was based on the Van Gogh picture, starry night, embedding cultural capital. As a result, there is evidence of texts and other media being chosen carefully to suit task and topic.
- Teaching assistants were used effectively in the majority of lessons, displaying good subject knowledge. However, in some classrooms they now need to be less inert at start of lessons to maximise use of time. E.g. TAs could take the opportunity to listen to weaker readers or provide succinct pre-learning to less able to enable them to access the lesson more quickly. Teaching Assistant deployment is used effectively and they demonstrated a high standard of support. For example, through effective questioning pupils could access the curriculum and work independently.
- The inclusion leader is effective and uses a multi-sensory approach focusing on revisiting key skills and consolidation of work from lessons so pupils catch up quickly. E.g. chalking, play dough, body shapes. As a result, SEND and disadvantaged pupils are well integrated into lessons and perform well.
- There is a highly positive climate for learning. Children are eager to learn and excited about their lessons. Recall in lessons is excellent and pupils know a lot of information. Plans are reviewed to ensure age appropriate vocabulary is used and displayed E.g. Exposure and understanding of the word Deciduous in Y1. Specific columns on plans consider the vocabulary the teacher is expected to reference



during a lesson.

- Learning in EYFS was strong including embedding skills through practical activities e.g. CVC sounds through music. Learning was strong when pupils learnt through cooperative challenge and support each other.
- Teaching was strongest when teachers ascertained pupils' prior knowledge. In a Y5 science lesson assessment for learning was being successfully used to inform the next investigative lesson. Pupils could recall much of prior learning from a similar topic in Y3. The teacher had a strong overview of the science curriculum and was confident in adapting next steps and recognising gaps in knowledge.

Areas for Further Development

- Where teaching was not so strong there was inconsistent practice in quality of objectives. E.g. Write a narrative. Targets now need to be more focused and relate to more specific skills and knowledge relating to the subject taught.
- Reading through guided reading was limited to once every 6 weeks. Work in guided reading is not focused on moving learning forward, E.g. a word-search and a summary of a basic text. Records of reading across other lessons was mentioned but not evident.
- Pupils demonstrated reading fluency. However, reading comprehension did not consistently match fluency which resulted in limited understanding of texts. This is evident in KS2 published outcomes.
- Curriculum map now needs to make explicit what is being taught and how they will deliver skills relevant to age. E.g. Chronology in history. Think - If you were historian what skills would you need to complete the task.
- The culture of reading now needs to be more overt. Leaders recognise this and are at the start of the journey. E.g. the library has been recently completed. Children can articulate clearly why they like books with appropriate vocabulary. Book corners now need to be more organised and visually appealing in KS2, to further encourage a curiosity and love of reading. Books didn't always match ability of pupils. E.g. in Rec and Y3 pupils had books that were too difficult, and in Y2 too easy. Teachers could display reading skills on the wall and refer to it during other lessons to reinforce skills.
- Pupils can read fluently but at times struggled to comprehend what they had read. E.g. a SEND pupil not recalling about a girl going to a school fair story, including not remembering her name.
- In EYFS ensure the learning intention of activities is always clear including continuous provision. E.g. Increased use of visuals to stimulate learning
- Upskilling in marking – ensure marking takes place in lessons efficiently to inform next steps and consolidate or extend learning when appropriate. As a result, pupils will catch up and opportunities for greater depth will be realised.
- Where teaching was not so strong work was not suitably challenging. E.g. Maths, Y2 subtraction; pupils could complete the worksheet on multiples of 10 from 2-digit numbers. However, when tested could use knowledge to complete problems with 3-digit numbers in Venn diagram, indicating work was not challenging.



The timetable for the school day provides challenges for coverage of the NC and the demands of the new Ofsted framework, with the increased focus on the quality of education through curriculum coverage and the development of knowledge and skills in all subjects. A review of best use of time in mornings and afternoon sessions to accommodate all this is recommended. A blended learning approach in EYFS could be investigated and considered.

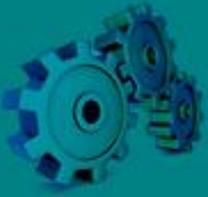
2. Behaviour and Attitudes

BPSI judgement: Behaviour observed by the team was exemplary, in classrooms, corridors and on the playground.

- During all lessons observed there was minimal low-level disruption and pupils listened well. As a result, there was an atmosphere of positive attitudes and commitment. Learning was seen as fun.
- Pupil: adult and pupil: pupil relationships are appropriate and friendly allowing meaningful dialogue in lessons and small groups. High levels of respect were evident.
- Routines throughout the school are well established. As a result, pupils engage in learning quickly at the start of the day. For example, boys lined up without disruption and engaged in meaningful dialogue with adults about a range of academic and sporting themes.
- Attendance is 96.8% up to Dec 2019; Reception classes 96.7 and 97.3 respectively, indicating robust systems in place. Excellent punctuality at beginning of day and in lessons was observed
- In the dinner hall there is a lively buzz within clear routines and excellent behaviour. Consistently positive relationships between pupils and adults were observed.
- Adults have created a positive competitive environment which compliments the boys' preferred learning styles.
- Children moved around sensibly and were always polite at doorways.
- Lunch and playtimes observed were well organised and pupils interacted well, displaying excellent behaviour. The playground was well resourced.
- All pupils asked stated they felt safe and enjoyed school.

Areas for Further Development

- Where learning was not so strong pupils were compliant but not stretching themselves, for example in guided reading. As a result, attitudes to learning were not seen as resilient.



3. Personal Development

BPSI judgement: Opportunities observed by the team for personal development were evident throughout the review with effective activities and systems in place. The team agreed personal development was highly effective.

- Opportunities for developing cultural capital were evident throughout Pardes House, E.g. art links to Y1 writing. Experiences and trips are celebrated and documented through displays and pictures around the school. Strong awareness from staff of need for opportunities because of the school's context resulting in personal development being a focus.
- Cultural capital is explored to support personal development at an age appropriate level, E.g. going on a bus in Reception
- Wider opportunities through trips and visitors to the school, linked to topics, enhance personal development. E.g. Celebrating the moon landing assembly. This complimented the 'special week' which occurs termly. In addition, pupils experienced a space dome, astronauts, art activities and the landing on the moon clip.
- Community service week supports personal development and helps develop communication skills and confidence.
- A variety of clubs provide pupils with a wide and varied curriculum. For example, vegetable garden club, Football, cricket, rugby, table tennis, computer, science, classical music appreciation, walk on Wednesday, mindfulness colouring, origami. Fencing is particularly popular so now takes place twice a week. This indicates the school reacts positively to pupil voice and involves pupils in decision making providing them with a sense of ownership of their learning and experiences.
- Parliament Club have recently visited the House of Parliament. A pupil stated they would be listening to their teacher "to absorb all the knowledge we have gained".
- School Council is actively involved in school. The Head Boy was eloquent and clearly felt his voice was heard. As a result, pupil voice is a strength.
- In PSHE values were identified and considered across both curriculums.

Areas for Further Development

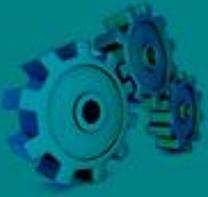
- Consider opportunities for a more blended approach towards the Early Years offer.

4. Leadership and Management

BPSI judgement:

The team agreed that the aspects of leadership and management reviewed in the school were effective. The team agreed that the work of the senior leadership team was highly effective. Senior leaders had a clear understanding of the school's curriculum intent and the needs of its community.

- The Headteacher is respected by governors, adults and children. Leaders stated, 'he

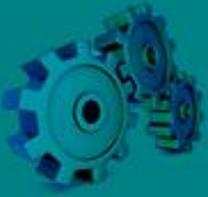


will get his hands dirty and we model his leadership'.

- Senior leaders have a clear understanding of the curriculum and how it is sequenced. There is clarity and purpose indicating secure intent. This now needs to be clearly articulated by all leaders and teaching staff. Staff feel very well supported by senior leaders and have consistently adopted school systems. Senior leaders have a clear timeline for development to allow intent and implementation to be embedded. However, the pace of change needs to be managed carefully to ensure all staff understand the change process.
- There is a real clarity of systems and processes. The Headteacher is outward facing and has invested in CPD to enhance the quality of teaching, learning and pedagogy.
- EYFS has a strong leader with appropriate knowledge and skills, including transition into KS1.
- Senior leaders can articulate where they are in the process of Curriculum intent for all subjects. The school's curriculum is bespoke to suit the needs of its community and is reviewed to respond to pupil needs. For example, trips and speakers to compliment learning and personal development.
- Safeguarding is effective. There is a culture of safeguarding and all pupils asked felt safe in school. The Deputy Head's office is recognised as a safe space. PSHE takes place in each class using the 'Heads up' curriculum. As a result, pupils are focusing on feelings, social issues and mental health in specific lessons. This is supported by activities such as road safety and cycle safety. A range of adult training has taken place including FGM and the use of the internet. Safeguarding is always on the staff meeting agenda. The Wednesday safeguarding Question enables open dialogue about scenarios.
- Performance management is used effectively to raise standards and support professional development. Targets relate to the school improvement plan. The NQT mentor follows the Borough NQT cycle. NQTs feel supported. More experienced staff are required to have evidence of a significant contribution beyond the classroom. As a result, all staff are aware of school priorities, personal goals and the high expectations of the school leadership team.
- Governors have a clear understanding of the school's journey and its future priorities. The governing body clearly holds leaders to account and communicate regularly with the Headteacher, both formally and informally. Governance of safeguarding is robust. Governors stated pupils were excited to learn and were proud of the 'safe and warm' environment established by the Headteacher. Governors stated pupils were prepared well for life in modern Britain and could articulate how they knew, through the school promoting values fundamental to the Jewish religion, and pupils being immersed in other cultures and religions. As a result, Governors stated 'pupils sit comfortably between their religion and British culture'. Governors were aware of the assessment outcomes and priorities of the school, such as reading. They could talk about pupil contributions to school values, such as the Magna Carta values initiative.

Areas for Further Development

- The senior leadership team are aware of the priorities for the school, including reading and highlighting all plans to look at cross curricular links and progression of knowledge and skills, to maximise time.



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Barnet Partnership for School Improvement

- Where middle leadership was not so strong the curriculum now needs to be more structured and systematic. On some action plans overlapping content and progression and skills were not clear. Leaders recognised this and are ensuring a chronological approach, supported by inset and shared planning.
- Shared system of monitoring is evident, including book looks and learning walks. Self-evaluation checklist is thorough but not yet embedded, including discussions with pupils, with their books to ascertain if they know more and remember more. Therefore, the senior leadership team now need to be clear when and how to use it.
- Governors now need to have a clear, succinct understanding of curriculum intent and articulate how it serves the community, providing examples.