

North Cheshire Jewish Primary School

Inspection report

Unique Reference Number	106113
Local Authority	Stockport
Inspection number	287419
Inspection date	1 May 2007
Reporting inspector	Stephen Wall

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	4–11
Gender of pupils	Mixed
Number on roll	
School	262
Appropriate authority	The governing body
Chair	Mrs G Esterkin
Headteacher	Mrs N Massel
Date of previous school inspection	5 March 2003
School address	St Ann's Road North Heald Green Cheadle Cheshire SK8 4RZ
Telephone number	0161 2824500
Fax number	0161 2824501

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

North Cheshire Jewish Primary School is an average sized primary school which serves a wide geographical area around the south of Manchester. Pupils come from very varied social and economic backgrounds. Most pupils are of British Jewish origin and speak English as their first language. The proportion of pupils entitled to free school meals is very low. The number of pupils with learning difficulties and/or disabilities, including those with statements of special educational need, is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school in every respect. Pupils make outstanding academic progress to attain exceptionally high standards by the end of Year 6. Such tremendous progress is due to outstanding leadership, highly effective teaching and excellent relationships which support pupils' very positive attitudes to their learning. It is no wonder that nearly all parents are extremely pleased with the education and care the school provides for their children. 'My child has flourished in confidence and self-esteem since joining the school' was a typical parental view.

Children get off to flying start in the Reception class where they make rapid progress from starting points which are broadly in line with expected levels. By the end of Year 2 standards in reading, writing and mathematics are well above average. By the end of Year 6 standards in English and mathematics are some of the highest nationally with science not far behind. All pupils, including those with learning difficulties and/or disabilities, attain the expected levels and the vast majority exceed them significantly.

The pupils' outstanding academic progress is matched by their excellent personal development and well-being. Similarly, the care, guidance and support the school offers are also tremendous. Pupils enjoy school immensely. 'I think it's like a big family' was a typical view. They are open, polite and respectful. They are particularly welcoming to visitors and eager to show their pride in the school. Pupils' behaviour is exemplary in lessons and around school. Pupils say they feel safe and would not hesitate to report any concerns to adults who 'would sort things out straight away'. They know how important healthy lifestyles are. Large numbers participate in the wide range of sporting activities on offer and playtimes are a hive of physical activity. Pupils welcome all the opportunities they have to take on extra responsibility such as becoming play leaders at break times. The active school council has brought about many improvements such as the refurbishment of the toilets. The very high standards attained in basic skills and high levels of self-esteem mean the pupils are very well prepared for the future.

The quality of teaching and learning is first rate. It is made all the more effective by the school's decision to keep class sizes as low as possible. Teachers are very enthusiastic. They set high expectations and do all they can to make sure their pupils achieve to their potential. They have very good subject knowledge which they use to excellent effect to make lessons enjoyable and challenging. Pupils respond with real enthusiasm. It is a pleasure to see the eagerness and concentration with which they approach their learning. Pupils are encouraged to take increasing responsibility for their own learning. This develops their maturity and inquisitiveness. The outstanding curriculum also plays an important role in setting the agenda for success. The fact that 20% of teaching time is dedicated to Jewish studies and Ivrit makes the standards attained in other subjects even more startling. Time is at a premium so the school has developed the curriculum to make every minute count by the creative use of cross-curricular links in subjects like geography and history to support literacy and numeracy. For example, a geography field trip included quite advanced statistical analysis of landscape features represented in sophisticated graphical form by the pupils in follow-up work.

Underpinning the success of the school is the outstanding leadership of the headteacher, who is ably supported by a very committed team of teaching and support staff. Despite the exceptionally high standards already attained, the headteacher will not allow any complacency and is constantly looking for ways to make learning even more effective and enjoyable for the

youngsters. For example, the expansion of facilities in information and communication technology now underway is designed to add even more variety to teaching and learning styles. The headteacher is an excellent role model and encourages highly effective teamwork to make sure that standards and achievement are as high as possible. Governors too are very supportive of the school's work and challenge where necessary to make sure that it remains successful. Because of the very real strengths in leadership and teaching the school has outstanding potential to maintain its excellence in all aspects.

What the school should do to improve further

The school knows exactly what it needs to do to maintain its outstanding performance so there are no issues to add.

Achievement and standards

Grade: 1

Pupils' achievement is at the heart of all the school does. Parents have high aspirations for their children and the school does not disappoint them. Standards are consistently very high. In 2006 the school's results in the national tests at the end of Year 6 in English and mathematics were exceptionally high. Every pupil attained levels above the national expectation and most attained levels which were well above. The school exceeded its very demanding targets. All groups of pupils, including those with learning difficulties and/or disabilities, make similar outstanding progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is underpinned by Jewish values and traditions which are central to the school's philosophy. Pupils have a strong sense of right and wrong. They understand other faiths and societies and recognise the need for tolerance. They regularly take their Jewish culture to other schools to explain what being Jewish is about. Their enjoyment of school can be seen in the very high levels of attendance and in the pupils' very happy, smiling faces. They recognise how much the school does for them. 'They've changed the dinner menu so that it's healthier and we think that's good. There are also loads of clubs and sports so there's no real excuse for anyone to laze about!' The pupils' excellent and mature behaviour helps them to make rapid progress in their learning.

Quality of provision

Teaching and learning

Grade: 1

Teachers share a commitment to excellence. Their teaching reflects this and they willingly give up time for pupils who need extra help to succeed. They use data on pupils' progress effectively to inform their planning so that teaching matches the needs of different groups of learners. As a result, pupils learn at a very fast rate. Lessons are consistently challenging so that pupils make excellent gains. In Years 4, 5 and 6 teaching is particularly inspired and sets the tone for highly effective learning. In one Year 4 English lesson, for example, scented candles on the tables and Mozart playing in the background provided an almost reverential atmosphere for learning, which the pupils adored. Marking of pupils' work is meticulous. Teachers' comments

are of the highest quality and indicate clearly what pupils need to do to make their work even better.

Curriculum and other activities

Grade: 1

The excellence of the inspirational curriculum is matched by the wide range of enrichment activities the school offers. Sports, music and dance are just some of the activities that most pupils take part in. There are trips out locally to places of interest and an exchange visit with a school in Israel. These experiences add a great deal to the pupils' personal development and to their positive attitudes towards their learning. All pupils learn a modern foreign language, Ivrit, from Reception onwards and attain high standards of fluency by the time they leave the school.

Care, guidance and support

Grade: 1

Very effective support is provided for the pupils with learning difficulties and/or disabilities so that they make excellent progress. Procedures for safeguarding pupils are firmly in place and reviewed regularly. Very close attention is paid to health and safety. The relatively small number of pupils in each class means staff know each pupil very well and provide well tailored individual support for them. Induction arrangements into the Nursery are very effective in helping children settle in quickly. The school does all it can to prepare pupils for their move to secondary education, including preparation for independent school entry examinations. Pastoral support is complemented by outstanding procedures for monitoring and tracking pupils' academic progress. Teachers set clear targets for improvement and check regularly that pupils are on track to achieve their potential.

Leadership and management

Grade: 1

The headteacher is most definitely at the helm in moving the school forwards and is relentless in the constant search for ways to make the school even more successful. She is highly respected by the teaching staff and inspires great loyalty and teamwork. The assistant headteacher supports the headteacher and the school admirably. Middle managers are highly effective in leading their particular areas and appreciate the freedom they are given to develop their expertise. Governors are very knowledgeable and supportive. They recognise how important success is for the pupils and in the eyes of the parents and hold the school to account accordingly. Procedures for self-evaluation are very comprehensive and include the views of pupils and parents. These arrangements inform the high quality school development plan, which is a model of clarity and a real working tool to take the school forward. Since the last inspection the very high standards identified at that time have been raised even further because of the school's relentless search for improvement. Excellent leadership and outstanding outcomes mean the school offers outstanding value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of North Cheshire Jewish Primary School, Cheadle, SK8 4RZ

Thank you for making me so welcome when I spent a day in your school recently. I enjoyed meeting you and was very impressed with everything about North Cheshire Jewish Primary School. You are lucky to go to such an outstanding school where you make such excellent progress. Standards in your school's national test results at the end of Year 6 are exceptionally high. No wonder you are proud of your school! Of course, such high standards would not be possible if you did not work very hard to take advantage of the excellent teaching the school provides for you. Your headteacher runs the school outstandingly well and her desire for you to get the best education the school can possibly provide rubs off on everybody in the school. I was very impressed also with how well you behave and how well you all get along together. It was like visiting a big family. Well done!

I am confident that you will continue to work very hard to make sure that your school remains so highly successful and such a wonderful place in which to learn.