

The Noam Primary School

8–10 Forty Avenue, Wembley, Middlesex HA9 8JW

Inspection dates

30 January–1 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors and the proprietor, are highly ambitious and have a clear vision for the school.
- Leadership over time has ensured that all the independent school standards are met and the school continues to improve.
- Staff share the high expectations of leaders for pupil outcomes. Staff are committed, highly motivated and their morale is high.
- Governors and the proprietor know the school well. They work closely with senior leaders and provide effective support and challenge so that the school continues to improve.
- The quality of teaching is good. Consequently, pupils make good progress across the curriculum. Pupils are prepared well for the next stage of their education.
- Although children make good progress in early years, there are insufficient opportunities for them to develop their early writing skills. Leaders do not monitor the progress of children closely enough across all the areas of learning.
- Parents and carers are supportive of the school's leadership and think highly of the school.
- The curriculum is broad and balanced, and engages pupils well in their learning. The curriculum is enriched by a good range of activities and visits.
- Pupils' attitudes to their learning are consistently strong, and their behaviour is impeccable. Pupils feel very safe and well cared for and their personal development and welfare are exceptional.
- The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective. British values are actively promoted.
- Pupils' progress in writing is weaker than in reading and mathematics across the school. Pupils do not routinely write at length in English and other subjects to improve their writing skills.
- Pupils sometimes have insufficient access to information and communication technology (ICT) to further support their learning.
- Some foundation subject leaders have yet to develop their skills fully in checking and improving the quality of teaching.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - there are more opportunities for pupils to write at length in English and other subjects in order to improve their writing skills
 - pupils have greater access to ICT to support their learning.
- Improve the quality of leadership and management by strengthening the skills of foundation subject leaders, so that they have a positive impact on improving the quality of teaching further.
- Improve the early years provision by ensuring that:
 - children have more opportunities to develop their early writing skills
 - children’s progress is monitored more closely across all the areas of learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Leadership over time has ensured that the quality of teaching is good and pupils make good progress. All of the main areas for improvement identified in the last inspection have been successfully addressed.
- Leaders, governors and the proprietor work together effectively as a team to ensure that all of the independent school standards are met and the school continues to improve.
- The headteacher is ambitious and highly committed. The headteacher, who is ably supported by the deputy headteacher, has created a culture of high expectations for pupils and staff that encourages them to excel. The headteacher has already had a positive impact on school improvement since her recent appointment. For example, an improved system for tracking the progress of pupils across the curriculum subjects has been implemented.
- The arrangements for the performance management of staff have improved since the last inspection. Staff performance is closely linked to the quality of teaching, and the progress their pupils make. Staff receive good support and training to help them improve their classroom practice. However, leaders are seeking further links with other schools to enhance the opportunities for teachers to improve.
- Staff are highly supportive of the school's leadership and their morale is high.
- There are regular progress meetings, involving leaders and staff to check pupils' progress. Pupils who are falling behind, including those who have special educational needs (SEN) and/or disabilities, are provided with effective support to ensure that they make good progress.
- The school's evaluation of its strengths and weaknesses is accurate. Leaders have identified the right priorities in the school improvement plan to ensure that the school continues to improve.
- The Kodesh curriculum is strong and integrated well with the secular subjects. Pupils make good progress with their learning of Hebrew and understanding of the Torah. Pupils learn about, for example, respect, tolerance and valuing people, and the difference between right and wrong. There is a good emphasis on caring for animals. The Kodesh curriculum contributes well to the effective promotion of pupils' spiritual, moral, social and cultural development.
- The curriculum overall is broad and balanced, and engages pupils well in their learning. The curriculum promotes pupils' bilingual skills well in Hebrew and English so that they make good progress. The curriculum is enriched by a range of activities, including music, dance, school productions and visits. Older pupils develop their research skills in marketing, and create business plans to promote a business. The curriculum supports the school's mission to 'provide children with the tools, skills and confidence to go out into the world as responsible members of society' well.
- British values are actively and effectively promoted through pupils learning about respect, democracy and the rule of law. Pupils mark the Black History month, and learn about different cultures. There are links with schools with pupils from different faiths, including

a Muslim school, to help pupils gain a greater awareness and appreciation of religious diversity. Pupils show respect for diversity, including those people with protected characteristics. Pupils visit the Houses of Parliament and are aware of the electoral system. They are involved in current affairs, debates on the British elections and referendums. Pupils are involved in electing their classmates to the school council.

- The skills of subject leaders, some of whom are new to their posts, are not fully developed. Consequently, they are yet to have a sufficient impact on the quality of teaching and learning, particularly in the foundation subjects.
- Almost all of the parents who responded to Ofsted's online survey, Parent View, and all who spoke to the inspectors are supportive of the school's leadership. Some of the many supportive comments that parents made to describe the school included, 'fantastic', 'kind and loving', 'warm and nurturing' and 'part of a family.'
- All staff who responded to the staff questionnaire stated that they are proud to be a member of staff at the school and agreed that the school is well led and managed.

Governance

- Governance is effective. Governors know the school very well and provide senior leaders with good support and challenge. They are skilful, knowledgeable and experienced. They share the headteacher's high expectations and are highly ambitious for pupils.
- Some of the governors visit the school regularly to see for themselves how well pupils are learning and to ensure that pupils are kept safe. Governors ensure that they attend regular training to perform their roles effectively. They have completed an appropriate level of safeguarding training to ensure that safeguarding children is always a high priority.
- The proprietor, who is also the chair of governors, works effectively with governors and senior leaders to drive improvements.
- Governors carry out the performance management of the headteacher effectively, with the involvement of an external educational consultant. The targets set for the headteacher are relevant and challenging.
- Governors have been extensively and actively involved in plans and discussions for the school to join the maintained sector as a voluntary aided school.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy is available on the school's website, and reflects the government's latest guidance.
- Staff receive training and regular updates on safeguarding and child protection procedures. Staff know the signs to look for and what they must do if they have a concern about pupils' safety and well-being.
- Leaders ensure that there is a strong culture of vigilance to ensure that safeguarding pupils is everyone's priority. Appropriate checks on all adults working at the school are carried out thoroughly, and records on safeguarding are detailed and fit for purpose.

- Regular health and safety checks and appropriate risk assessments ensure that pupils are kept safe in school and when on visits.
- The school works well with a range of other professionals to keep pupils safe and ensure that their welfare is safeguarded and promoted.
- All parents who responded to Parent View said that their children feel safe at school and are well looked after.

Quality of teaching, learning and assessment

Good

- Leadership over time has ensured that the good quality of teaching has been maintained since the previous inspection. Leaders, including governors and the proprietor, have been effective in improving the quality of teaching, and creating a positive learning culture across the school. Consequently, the quality of teaching, learning and assessment are good and improving.
- A significant feature of teaching and learning are the strong relationships and respect between staff and pupils. Staff know individual pupils very well, and use assessment information effectively to plan for their learning needs. This provides confidence to pupils to ask questions and the motivation to do their very best.
- Teachers' subject knowledge is strong and they make good use of questioning to test and extend pupils' understanding. Staff create an environment where there are rich opportunities for pupils to use and enhance their listening and speaking skills. Staff routinely build on pupils' vocabulary and language skills. This particularly helps pupils who speak English as an additional language to make swift progress in English.
- Improvements in the quality of teaching have ensured that the most able pupils are provided with challenging work. This helps the most able pupils to think hard about their work and make good progress across the curriculum.
- Teachers have high expectations of pupils and provide challenging work. In mathematics, for example, pupils can decide for themselves which mathematical problems to solve from differing levels of challenge.
- Teaching assistants provide effective support to pupils, particularly those who have SEN and/or disabilities, to ensure that they make good progress.
- Teachers ensure that pupils have effective skills in phonics to improve their reading. Pupils, including the lower-attaining pupils, use their phonics skills well to read unfamiliar or difficult words. This contributes well to pupils' enjoyment of reading.
- Pupils benefit from strong teaching in physical education. Pupils develop a range of skills, including in coordination and team work, and increase their physical fitness. Pupils particularly enjoyed their session on tap dancing.
- Assemblies are used well to reinforce learning. For example, in an assembly about fruits, pupils learned the names of different types of fruits and their countries of origin. This was linked well to eating healthy foods.
- Sometimes there are insufficient opportunities for pupils to improve their skills in writing, by writing at length in English and other subjects.
- Pupils sometimes do not have sufficient opportunities to use information and

communication technology (ICT) to support and extend their learning.

- Nearly all parents who responded to Parent View stated their child is taught well.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are taught well about unsafe situations and how to keep themselves safe, for example when using the internet and fire safety. Older pupils know about the dangers of cyber bullying, extremism and radicalisation.
- Pupils know about the choices that they should make to live healthily. They have good opportunities to develop their physical fitness through sporting activities.
- Pupils are aware of the different types of bullying, including racist and homophobic bullying. They say that they behave well and bullying very rarely happens at the school. This is confirmed by school records, which show a very low level of poor behaviour.
- The school works with external agencies well to ensure the safety and welfare of pupils. Pupils who have SEN and/or disabilities receive strong care and support so that they thrive and achieve well.
- Risk assessments are carried out well to keep pupils safe. Effective action is taken to reduce any potential risks within the premises and during off-site visits. Pupils are well supervised at all times.
- Pupils have a range of responsibilities, including as members of the school council, head boy and head girl, prefects and monitors. Older pupils enjoy working with younger pupils; they help them to learn and take care of them. These roles and responsibilities help pupils to develop their confidence and prepare them well for the next stage of their education.
- Pupils show respect for differences and diversity. They are taught well about other faiths and cultures.
- All parents who responded to Parent View and those who spoke to inspectors said that their children feel safe and are well looked after.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very courteous, polite and friendly. They are very respectful to adults and visitors and are proud to discuss their achievements.
- There is a purposeful and productive atmosphere around the school. Pupils conduct themselves in a calm and orderly manner around the school. Pupils mix well during breaktime and lunchtime, with older pupils interacting with and taking care of younger pupils.
- Pupils are ready to learn and little learning time is lost. Pupils show high levels of concentration in lessons. Disruption to learning is very rare.
- Staff apply the behaviour policy consistently throughout the school, and pupils know that

staff have high expectations of their behaviour. Consequently, pupils respond well with consistently strong behaviour.

- Pupils' attitudes to learning are strong. Pupils' enjoyment of school is reflected by their above-average attendance. Persistence absence and exclusions are very rare.
- All parents responding to Parent View agreed that behaviour is good and that their children are well looked after. Almost all the staff who responded to the staff questionnaire agreed that pupils' behaviour is good.

Outcomes for pupils

Good

- The good quality of teaching over time has ensured that pupils continue to make good progress across the curriculum.
- The school's tracking system and the work in pupils' books show that pupils across the year groups make good progress.
- Pupils make good progress in a wide range of subjects, including in reading, writing and mathematics.
- At the end of key stage 2 in 2017, pupils attained well above average standards in reading, mathematics and English grammar, punctuation and spelling.
- At the end of key stage 1 in 2017, pupils attained well above average in reading and mathematics.
- There were no national comparisons in writing at key stages 1 or 2 in 2017. However, the school's information shows that pupils' attainment in writing overall is weaker compared to reading and mathematics. Pupils do not routinely write at length to improve their writing skills.
- In 2017, the proportion of pupils in Year 1 who achieved the expected standard in the phonics screening check was well above the national average. The effective teaching of phonics helps pupils use their skills in phonics well to read with increasing confidence. This contributes well to pupil's enjoyment of reading.
- Pupils make good progress in Kodesh. Teachers use their subject knowledge and bilingual skills well to ensure that pupils make good progress in Hebrew. Most of the pupils show confidence in their reading and understanding of the Torah.
- Pupils enjoy science and make good progress in this subject. There are a range of topics covered with good emphasis on scientific vocabulary and investigative science.
- There is strong provision for pupils who have SEN and/or disabilities. This group of pupils receive high-quality care and support to ensure that they make good progress.
- Pupils who speak English as an additional language are well catered for. This group of pupils are well supported and have plenty of speaking and listening opportunities. Consequently, they make good progress.
- The most able pupils make good progress and achieve well. They are routinely provided with work that challenges them. Teachers use their secure subject knowledge well to test and deepen the understanding of this group of pupils.
- There is no discernible difference between the progress that boys make compared to that

of girls. Overall, boys and girls make good progress across the year groups.

- Pupils that the inspectors met said they enjoy all subjects, particularly mathematics. In mathematics, pupils are routinely given challenging work where they apply their mathematical skills well to solve a variety of mathematical problems.
- Pupils' outcomes in some of the foundation subjects are not monitored as closely as those in English and mathematics. This is because some subject leaders are not fully involved in checking the quality of teaching and learning for their subjects, including in computing and information and communication technology. Consequently, progress is slower in these subjects.

Early years provision

Good

- The majority of children start in the early years with skills and abilities which are typical for their age. By the time children leave Reception, they have made good progress from their different starting points in all areas of learning. In 2017, the proportion of children achieving a good level of development by the end of the Reception was above average. Children are prepared well for Year 1.
- Leaders ensure that staff are supported, and that their training needs are met. There are good links with other early years settings to improve classroom practice. Consequently, the quality of teaching is good.
- The early years is a calm, stimulating and engaging environment. Children's behaviour is consistently good and they have good attitudes to learning. Children are familiar with routines and show confidence in selecting their own activities. They interact extremely well with each other, share resources and take turns. Children are eager to share their achievements with visitors. For example, a boy in the nursery was very keen to talk to the inspector about his work displayed on the 'look what we can do' board.
- Staff use good questioning to develop children's language. For example, 'tell me about your picture' and 'what are you going to do next?' typify some of the questioning.
- There are good opportunities for children to read. Children in the nursery are proud of their 'reading igloo' that they have made from transparent plastic bottles. Children learn about the sounds letters make, both in English and Hebrew, to help them to improve their reading.
- There are strong links with parents to keep them informed about their children's progress. During the inspection, there was a well-attended workshop for parents on how they can help their children to improve their reading and how phonics is taught.
- The home visits by staff also help children to settle quickly into routines when they join the school. There are regular newsletters and parent meetings to keep parents informed about their children's learning.
- Leadership of the early years is good. Leaders know the strengths and weaknesses of the early years provision. Leaders work with other schools and the local authority well to ensure that the assessment system is accurate. However, the monitoring of children's progress across the different areas of learning is not always sharp enough to bring about rapid improvements.
- There are insufficient opportunities for children to improve and consolidate their early

writing skills.

- Staff are fully trained to ensure that the welfare of children and to keep them safe. Leaders and staff ensure that safeguarding is effective. There are no breaches of statutory welfare requirements.
- The school meets the independent school standards in relation to the early years provision.

School details

Unique reference number	131952
DfE registration number	304/6112
Inspection number	10022431

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Number of part-time pupils	0
Proprietor	Shelley Kelaty
Chair	Shelley Kelaty
Headteacher	Chaya Posen
Annual fees (day pupils)	£4,305
Telephone number	020 8908 9491
Website	www.noamprimary.org
Email address	secretary@noamprimary.org
Date of previous inspection	4–6 June 2013

Information about this school

- Noam was established in 1999 as an independent school with five pupils, and it has since grown so that it now has approximately 156 pupils across all years from Nursery to Year 6.
- Noam was established to meet a demand for additional school provision which follows the national curriculum but that is tailored to the needs of the Orthodox Jewish community in north-west London.
- The school is located in the grounds of Wembley Synagogue, with pupils attending the school mainly living in Edgware, Hendon and Golders Green. It does not use any

additional provision.

- The aim of the school is 'to provide excellence in primary school education that is founded upon Jewish laws, heritage and culture'.
- Early years consists of a Nursery class and a Reception class and all children attend full-time.
- There are no disadvantaged pupils. There are a small number of pupils who speak English as an additional language. About one seventh of the school population have SEN and/or disabilities. However, there are currently no pupils who have an education, health and care plan or a statement of SEN.
- There have been a few staff changes since the previous inspection. A new SEN coordinator has been appointed for April 2018. The headteacher was appointed at the beginning of January 2018.
- The school was last inspected in June 2013.
- The proprietor, who is new since the previous inspection, is also the chair of the governing body.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspectors observed teaching and learning in all year groups. Nearly all were joint observations with either the headteacher or the deputy headteacher.
- The inspectors held meetings with pupils in key stages 1 and 2 to discuss their learning and views about the school. The inspectors also heard pupils in Years 1 and 2 read and discussed their reading with them.
- The inspectors checked the work in pupils' books and the school's own information on pupils' progress. Inspectors scrutinised the school's pre-employment checks on staff, and looked at pupils' attendance and behaviour records. They also examined policies and documents in relation to the independent school standards, including information on safety and safeguarding.
- The inspectors met with the headteacher, the deputy headteacher, senior leaders, governors, the proprietor, staff and parents.
- There were 66 responses to Ofsted's online survey, Parent View. All of the written comments that were included on Parent View were also taken into account. In addition, inspectors spoke to some parents during the inspection about their views. Inspectors also considered 23 responses to the staff survey.

Inspection team

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