

Mosaic Jewish Primary School

Queensmere Road, Wimbledon, London, SW19 5QD

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leaders and governors have been successful in establishing a school community in which pupils of different faiths and cultures embrace their differences.
- The school achieves a good balance between the observance of Jewish traditions and those of other religions. Pupils are very well prepared for their lives in modern Britain as a result of the active promotion of British values.
- Achievement is outstanding with a high proportion of pupils making more than the expected progress. Standards in reading, writing and mathematics are well above those seen nationally.
- Leaders and governors place a high value on training. As a result, the high quality of teaching has an exceptional impact on pupils' achievement.
- Teachers have very high expectations of what pupils can achieve. Classroom environments and lessons stimulate and enthuse pupils, inspiring them to learn.
- Ensuring that pupils are safe has a high priority. Effective measures to secure the school site and to promote safe practices lead to pupils feeling safe.
- Pupils relate very well to each other and adults. They demonstrate great maturity and impeccable manners during mealtimes.
- As a result of the well-planned curriculum and close attention to individuals' needs, children make outstanding progress during the Early Years Foundation Stage.
- The governing board is highly effective. Governors' expertise is deployed well and, as a result, leaders are stringently held to account for the school's performance.
- Parents express a very high level of satisfaction with the work of the school. This is as a result of the close relationships established between home and school.

Information about this inspection

- The inspector observed teaching and learning, jointly with the headteacher, in the Reception and Year 1 classes. Pupils were observed during break and lunchtimes.
- Meetings were held with the headteacher, assistant headteacher, Early Years Foundation Stage leader, staff and the drama therapist. A meeting was held with seven governors, including the Chair of the Governing Board.
- A meeting was held with a group of Year 1 pupils to hear their views of school and to listen to them read.
- The inspector took account of 36 responses to Parent View, the online questionnaire for parents.
- The 10 responses to the staff questionnaire were also considered.
- A number of documents were scrutinised, including records of leaders' checks on the quality of teaching, documents relating to keeping pupils safe, the school's information about pupils' achievement, and records relating to behaviour and attendance.

Inspection team

Jeremy Loukes, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This free school opened in September 2013 when it admitted children in the Reception Year.
- It is currently much smaller than the average-sized primary school. The school will move to permanent, purpose-built premises in September 2015 when it will admit children into two Reception classes.
- The proportion of disabled pupils and those with special educational needs is above average.
- There are no pupils on roll entitled to support from the pupil premium. This is additional funding for pupils who are known to be eligible for free school meals and children looked after by the local authority.
- Pupils come from a wide range of ethnic backgrounds.
- The school describes itself as 'a cross communal, mixed school, dedicated to creating an environment in which children can grow to their fullest potential as responsible and dedicated members of the Jewish community and of British society.'
- Provision in the Reception class is full time.
- The school does not use alternative provision.
- The proportion of pupils who speak English as an additional language is above average.
- There are no public examination results by which to measure the school's performance against the government's current floor standards.

What does the school need to do to improve further?

- Enable teaching assistants to observe and share best practice both within and beyond the school.
- Ensure that opportunities for pupils to respond to teachers' feedback are provided promptly.

Inspection judgements

The leadership and management are outstanding

- The headteacher's clear leadership, along with that of the governing board, has ensured that this recently opened free school has firmly established its aim to 'inspire, respect, excel' at the heart of its work.
 - Leaders and governors have been successful in ensuring that the school embraces diversity of culture and faith. A recent visit by Year 4 pupils from a local Church of England primary school provided the opportunity for Year 1 pupils to compare their religious practices and to offer their guests the plaited bread they had prepared.
 - Regular visits to classrooms give the headteacher an accurate picture of the quality of teaching. Teachers receive frequent feedback about their practice with clear and specific advice about how to improve. Teachers welcome this advice and engage openly in professional dialogue.
 - The headteacher and governors have a clear strategy for developing leadership responsibilities as the school grows. Great importance is placed on ensuring that leaders and teachers receive the training and support they need to carry out their roles effectively. As a result, leaders with responsibility for the Early Years Foundation Stage and special educational needs have undertaken nationally recognised training and have developed the skills required to carry out their roles very effectively. The numerous opportunities for teachers to observe each other's practice and that in other schools has led to improvements to the curriculum and to the quality of teaching. Opportunities for teaching assistants to observe, and learn from, best practice are more limited.
 - A topic-based approach to the curriculum encompasses the subjects of the National Curriculum in Year 1 and the Early Years Foundation Stage areas of learning in Reception. Teachers make good links between different areas of the curriculum, allowing pupils to apply the skills they have learnt. For example, St George's Day celebrations were combined with the marking of Israeli Independence Day; pupils explored the flags associated with both celebrations and explored the symmetry of each.
 - The provision for pupils' spiritual, moral, social and cultural development makes a significant impact. Pupils are well prepared for their lives in modern Britain. They not only show tolerance for the values and beliefs of others, but positively embrace the opportunity to learn from each other's backgrounds. At the time of the recent general election, pupils learnt about democracy, selecting a pupil to be 'headteacher for the day'. Groups of Year 1 pupils presented their manifestos, explaining their ideas for school trips and playground development before staff and pupils voted, the headteacher acting as returning officer.
 - The school's work to ensure that pupils have equal opportunity to achieve is outstanding. Well-tailored support for pupils who speak English as an additional language leads to them making rapid progress.
 - Provision for disabled pupils and those with special educational needs is detailed and based on a thorough understanding of pupils' needs. Specialist training is provided for teaching assistants to enable them to address individuals' specific requirements. Regular liaison between teachers, parents and professionals from other disciplines ensures that support is well matched to pupils' needs.
 - Primary sport premium has funded the provision of specialist sports teaching including tag rugby, athletics and football. Pupils compete enthusiastically, support and encourage teammates, and follow rules obediently. A proportion of the funding has been retained to contribute to developments at the new site.
 - Leaders and teachers have taken steps to ensure that their judgements about pupils' achievement are accurate. Comparison of pupils' work with that of those in three other schools shows that teachers have a good understanding of national expectations. Local authority staff confirmed the accuracy of judgements about pupils' achievement at the end of the Reception Year in 2014.
 - Parents spoken to appreciate the regular communications from teachers about the activities pupils have completed at school. These reports highlight the progress made and enable parents to support pupils' learning at home.
 - A variety of after-school clubs provide valuable opportunities for pupils to enrich their learning in the classroom. Pupils attending the Shakespeare club recently re-enacted the story of A Midsummer Night's Dream on Wimbledon Common.
 - Safeguarding arrangements meet statutory requirements and are highly effective. Leaders and governors are proactive in carrying out their duties, ensuring that any concerns are dealt with promptly.
- **The governance of the school:**
- Their visits to school, combined with the information provided by the headteacher, give governors a precise knowledge of the quality of teaching. Their probing questioning of performance data ensures that they have a good grasp of how well pupils are doing.
 - Governors are fully involved in evaluating the performance of the headteacher and have a good

understanding of teachers' effectiveness. They make sure that good performance is rewarded and have clear policies in place to manage poor performance.

- Governors visit school regularly to check on the school's work for themselves. Skills of individual governors are used well. Those from an educational background use their expertise to provide support and challenge following visits to classrooms. Other governors apply their experience skilfully to support the school's work in other areas. Regular review and reflection lead to governors undertaking training so that they are fully up to date with current requirements. Governors maintain a presence at school events including the termly parents' forum so that they are fully apprised of parental views.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Attendance is broadly in line with the national average and has risen slightly when compared with the previous year. Opportunities are taken to highlight the importance of good attendance including the reporting of pupils' attendance on annual reports to parents. The headteacher takes a robust stance on absence from school during term time.
- Pupils are keen to learn. They respond enthusiastically to the appealing tasks set by their teachers and demonstrate an equally positive approach when working with teaching assistants.
- Pupils and adults greet each other warmly at the start of the day with 'Good morning' or 'Boker tov'. Pupils show respect for visitors and share their views with confidence and clarity.
- Leaders provide meaningful opportunities for pupils to reflect on significant global and national issues. For example, pupils recently placed a 'stone of remembrance' on the base of the local war memorial in memory of a member of the local community serving with British forces in Afghanistan.
- Lunchtime is a sociable and well-ordered occasion. Pupils speak, and listen, to each other attentively, engaging politely and respectfully with each other and adults. Pupils serve themselves, and each other, from the food delivered to the centre of each table demonstrating impeccable manners and patience. Staff are observant, and encourage each child to select and eat a well-balanced meal. Pupils show great maturity in passing fruit bowls between those on their table, each pupil selecting a piece of cut fruit.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Arrangements for site security are robust. Leaders have established clear rules governing access to the rooms occupied by the school which are strictly adhered to by staff. A security guard patrols the school site throughout the day and monitors the main entrance gate at the beginning and end of the day. Pupils say this helps them to feel safe. Parents have overwhelmingly positive views about the safety of their children at school.
- Staff are vigilant in their observations of pupils. They follow agreed procedures to raise any concerns they may have, at an early stage. Prompt action addresses minor issues, effectively ensuring that they do not escalate.
- Pupils are clear about how to respond should they be subject to unkind words or actions. Appropriate to their age, their well-developed resilience allows them to voice their view to the perpetrator where appropriate before seeking the support of an adult. Pupils have great confidence in staff to help them deal with any difficulties that arise.
- Staff assess the risk of activities in detail. For example, consideration is given to the likelihood of dehydration during hot weather and the need for water to be available. Clear measures are identified to support staff involved in school trips, including the good practice of avoiding walking near the edge of the pavement.
- Pupils demonstrate maturity and trustworthiness when given responsibility. They have a well-developed sense of social responsibility. For example, they collect and carry cutlery and crockery confidently and safely as they clear the tables, as a matter of course, after lunch. Pupils show increasing confidence in their use of usernames and passwords to access a range of digital resources.

The quality of teaching

is outstanding

- Teaching strikes a good balance between providing detailed and precise support, and enabling pupils to develop their ability to solve problems independently. As a result, pupils confidently collect resources as required and refer to supportive classroom displays.

- High-quality questioning enables teachers to check the extent of pupils' knowledge and understanding. As a result of their good subject knowledge, teachers ask well-chosen questions to challenge the more able to deepen their conceptual understanding.
- Pupils have regular opportunities to practise key mathematical skills. This ensures they gain a thorough understanding of those aspects of the subject most likely to be applied throughout the curriculum. They learn to correctly sequence days of the week, months of the year and how to interpret information shown on graphs.
- Teachers have high expectations of pupils' use of mathematical vocabulary from the outset. For example, children in Reception are required to include the units when answering questions related to money. Teachers encourage pupils to be precise in their explanation of concepts, supporting pupils to rephrase explanations and add detail as needed. As a result, pupils engage confidently in discussion and explain their reasoning clearly.
- Phonics (the link between letters and sounds) is well taught. Pupils, including those who begin school with no previous experience of English, make rapid progress in reading. Parents spoken to during the inspection commented on the quick rate of progress their children have made in reading.
- Regular opportunities for extended writing enable pupils to apply their grammar and punctuation skills. Combined with the individualised feedback given, and well-chosen targets for improvement, these result in pupils making rapid progress.
- Staff provide detailed feedback, either verbally or as written comments in pupils' workbooks. Comments, modelling good handwriting, indicate clearly what has been achieved and what each pupil should consider to improve their work. Sometimes, pupils wait too long before having an opportunity to apply the advice given, which hinders progress.
- Teachers capitalise on opportunities that arise to support pupils' learning, including at break times. For example, the teacher on duty suggested that those pupils who had chosen to make paper aeroplanes measure which could travel the furthest. A further opportunity was taken to use a measuring tape to challenge a more-able pupil to measure the distance in meters and centimetres.
- The overwhelming majority of parents who responded to the online survey, and those spoken to during the inspection, strongly agreed that their children are well taught.

The achievement of pupils

is outstanding

- Pupils make outstanding progress from their starting points. Children joining the Reception class with skills and understanding below those typical for their age make rapid progress to catch up with their peers. Those starting school with skills and understanding typical for their age complete their first year having exceeded the expected level of attainment.
- In 2014, a higher proportion than seen nationally achieved a good level of development at the end of the Reception Year. The school's information about pupils' progress shows that a higher proportion will achieve this in 2015.
- Pupils who speak English as an additional language make good progress. One parent described the remarkable improvement in her child's confidence and reading ability since arriving in the country having previously spoken no English.
- The school's information about pupils' achievement shows that a higher proportion of pupils than seen nationally in previous years are on track to achieve the expected standard in the Year 1 phonics check.
- More-able pupils sustain their enthusiasm for learning and continue to achieve well from their high starting points. A high proportion of pupils who exceeded the expected level at the end of the Reception Year have made more than the progress expected during Year 1.
- Disabled pupils or those with special educational needs make outstanding progress because of the well-targeted support they receive. A significant proportion of these pupils make more than the expected progress.

The early years provision

is outstanding

- Information from children's nursery provision, combined with an assessment of their skills and understanding on entry to the school, provides a detailed and accurate picture of each child's starting point. The school's information about their progress shows that children make outstanding progress during Reception. In 2015, a quarter of children have exceeded the level expected in each of the areas of learning. In reading, half of the cohort attained this level.
- The impact of outstanding leadership and management of the Early Years Foundation Stage results in

children being very well prepared to begin Key Stage 1.

- Children are keen to learn, and respond immediately to adults' instructions.
- Phonics is taught well. Children are keen to learn and practise new sounds. They enjoy dipping their fingers in imaginary paint and writing their newly learnt graphemes in the air. 'Tricky words', those that do not conform to phonetic patterns, are displayed prominently and practised daily. As a result, children quickly learn to read these words and are able to recognise them when they come across them in their books.
- The stimulating indoor learning environment is updated weekly to reflect the current focus. At the time of the inspection, a castle dominated the room with the legs of a giant suspended from the ceiling. This inspires and stimulates children, motivating them to engage enthusiastically in their learning.
- Children are thoroughly absorbed in their role play. For example, they play with magic beans in the outside area and drive the specially adapted vehicle to check on the safety of the dinosaurs in the cage they have constructed from wooden blocks and planks.
- Staff support and challenge children to extend their vocabulary during activities led by adults as well as those initiated by children. For example, when placing the cardboard dinosaur they had just constructed on the ground, a child was supported to choose descriptive words to describe its stability.
- Teaching incorporates opportunities for children to learn about safety. For example, while performing the story of Little Red Riding Hood in the local woods, children learnt about the importance of considering their personal safety.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139687
Local authority	Wandsworth
Inspection number	450142

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy free school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing board
Chair	Shirley Lee
Headteacher	Kate Baum
Date of previous school inspection	not previously inspected
Telephone number	020 8123 4075
Email address	admin@mjps.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

