

The Moriah Jewish Day School Profile

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The Moriah Jewish Day School

Cannon Lane

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<http://www.moriah.harrow.sch.uk>

Children's Service Authority:	Harrow
Age range:	3-11
Number of pupils:	213
Head teacher:	Alan Shaw
Chair of governors:	Doreen Samuels

What have been our successes this year?

Our achievements include:

A celebratory 10th anniversary year with numerous events

Successful SATs results

Achieving Healthy Schools Accreditation

Furthering our links with other organisations both in the UK and overseas

Appointing a Head of Jewish Studies and revamping the Jewish Studies Curriculum

Developing Ivrit as our official Modern Foreign Language

Developing our Cultural Diversity programme

Achieving successful OFSTED and PIKUACH reports which both describe Moriah as a 'good school with outstanding features'

Redecoration of the upper floor and recarpeting of the ground floor

Installing air conditioning

Providing an Activity Trail in the playground with Lottery Funding

Development of adult and family education programmes

Provision of curriculum evenings for parents (PE, ICT and PSHCE)

Developing our school website

Consolidating Assessment procedures across the school

Participating in the national Young Sports Leaders Scheme

Creating a Biblical Garden in the school grounds

The school choir represented the school at several venues including the Imperial War Museum for the Evacuees Association', the St John's Wood Synagogue to greet President Shimon Peres and New Scotland Yard for a Holocaust Day Ceremony

Producing a school CD

What are we trying to improve?

Priority areas, as detailed in our School Development Plan, include:

Ensuring that the new Primary Curriculum is introduced, taught and resourced effectively

Developing our provision for all pupils, including more able pupils and those with special educational needs

Continuing to develop our Jewish Studies and Ivrit programmes

Introducing the Managed Learning Environment (Virtual School on-line) with training for staff, parents and pupils

Continuing to develop the role of subject coordinators

Ensuring that all staff undergo appropriate in-service training

Broadening links with outside agencies and undertaking more reciprocal visits with other schools

Training for all staff in RaiseonLine and other forms of assessment

Providing further curriculum evenings and adult education programmes for parents

Improving communication with parents and others

Increasing our portfolio of charter marks

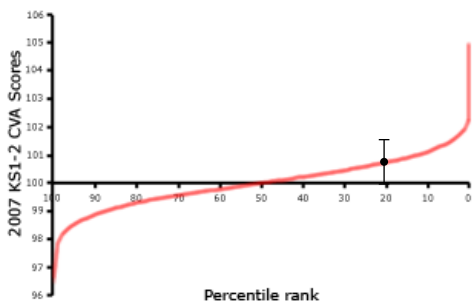
Continuing with our planned cycle of redecoration and maintenance of the building

Building a new larger sukkah in the Biblical Garden and converting the former sukkah into a covered outdoor area for the Reception class

Promoting Moriah via the media and other means

Developing our provision of Extended School activities

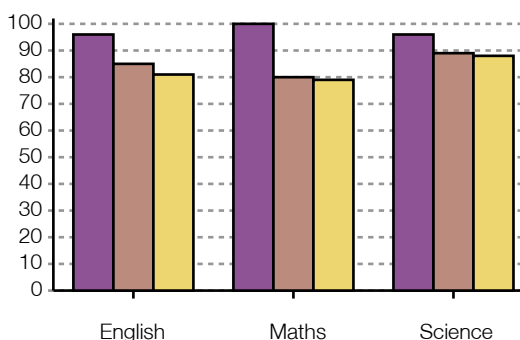
How much progress do pupils make between age 7 and 11?



• Our school I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



■ Our school ■ Local schools (Local Authority) ■ All schools

This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

KS2 SATs Results (%)	2005 (National)	2006 (National)	2007 (National)	2008 (National)	2009 (National)
ENGLISH LEVEL 4+	95 (79)	83 (79)	87 (80)	97 (81)	93 (80)
ENGLISH LEVEL 5+	42 (27)	39 (32)	30 (33)	46 (29)	43 (29)
MATHEMATICS 4+	79 (75)	89 (76)	83 (77)	100 (78)	93 (79)
MATHEMATICS 5+	37 (31)	33 (33)	47 (33)	64 (31)	54 (35)
SCIENCE LEVEL 4+	89 (87)	100 (87)	93 (88)	97 (88)	96 (88)
SCIENCE LEVEL 5+	63 (47)	50 (46)	53 (46)	54 (44)	71 (43)

The above table shows our results over the past 5 years that we have entered Y6 pupils for the national SATs tests. In a one-form entry school where each pupil, depending on the size of the class, can count for 3-6% of the score, a small number of pupils with learning difficulties can account for a sizeable swing in the statistics. Despite this, with the exception of L5 English in 2007, our results have been consistently above, and in many cases markedly above, national standards.

How are we making sure that every child gets teaching to meet their individual needs?

A wide range of teaching and learning strategies are used to meet the needs of different types of learners and account is taken of their interests, aptitudes and needs. The school ensures that the curriculum is equally appropriate for boys and girls. The school identifies above-average, average and below-average pupils and other groups such as those with EAL. After completion of national tests, results are analysed to identify strengths and weaknesses. The SENCO works closely with class teachers to support and monitor pupils with SEN and to discuss which pupils are the most able. The school has a culture of celebrating success and this has been effective in helping all pupils to make good progress. We believe that pupils' self-esteem is enhanced through music and performance and so ensure that all pupils have opportunities in these areas. Pupils' progress is monitored individually and by group to ensure that no pupils are disadvantaged by reason of gender, special needs or social background and that all can access the curriculum. All classes (other than the Nursery) have off-site visits linked to their curriculum studies. Y5 and Y6 have residential trips. Pupil responses show that these are greatly enjoyed and appreciated.

How are we working with parents and the community?

Moriah continues to provide many opportunities for parental involvement including:

An introductory evening for new Nursery parents

A 'Meet the Teacher' evening for every class each September

3 termly parent/teacher evenings

An 'Open Morning' to see the school 'in action'

Weekly after-school 'drop-in' sessions

3 Demonstration Sedarim

Kabbalat Shabbat assembly presentations in the Spring Term

End of Year Performances

The Y2 Chagigat Siddur

The Y6 Leavers' Ceremony

Adult and Family education programmes

A weekly newsletter and half-termly circular ensures that parents are fully informed. In addition, parents are able to participate in various PTA activities. Parents are frequently reminded that they are welcome to telephone the school or arrange an appointment if they have any concerns.

The school raises funds for a variety of charities each year and pupils perform at a variety of venues such as synagogues, hospitals and old-age homes. Reciprocal visits with neighbouring schools provide opportunities to learn about other cultures. Each term, a week is devoted to learn about another ethnic group through language, music, food and costume. The school football and netball teams participate in LEA and Jewish sports tournaments.

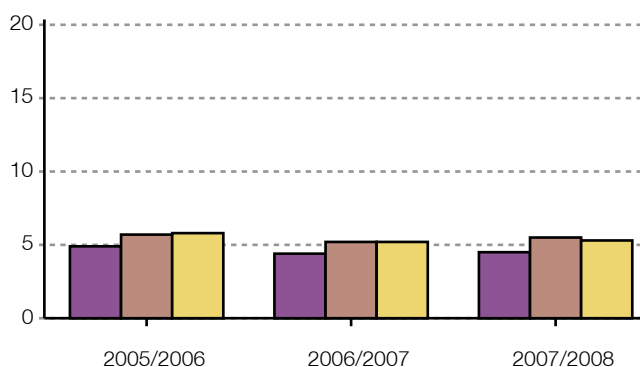
What have pupils told us about the school, and what have we done as a result?

Pupils are regularly consulted about all aspects of school through class discussions, circle time, question and answer sessions in assembly and informal chats with staff. They complete an 'About Myself' report each year. There is an annual Pupil Questionnaire for pupils from Y2 and above to ascertain their views about the school. Two representatives from each of the classes Y2 -Y6 are members of the school council and they play an important part in the life of the school making suggestions, leading assemblies and representing their peers. Some examples of areas improved by the School Council include; assemblies by members of the council to promote recycling and water conservation, and surveys by councillors of packed lunches within their own classes to encourage inclusion of more fruit and vegetables. At the request of pupils, each class has a time-tabled playtime when they can use a dedicated box of games and activities. A successful fundraising activity was suggested and led by Y6 pupils. These activities have enhanced pupils' self-esteem and understanding of citizenship. Pupils say that they like school and enjoy lessons. They feel secure in school and make good progress academically and socially.

How do we make sure our pupils are healthy, safe and well-supported?

The school supports the 5 key objectives of the Healthy Living Blueprint for schools. The school participates in the National Fruit and Vegetable Scheme and there is drinking water in all the classrooms and the playground. The school works closely with other agencies such as the police and fire brigade to ensure that information on drugs, alcohol, smoking and physical safety is delivered effectively. Y6 pupils participate in the Harrow Junior Citizenship Scheme and the CST Streetwise programme. The PHSCE and Sex Education policies promote a safe, healthy lifestyle for pupils within an Orthodox Jewish framework. Assemblies and Circle Time are regularly utilised to talk about kindness and consideration towards others and ethical values feature strongly in the Jewish studies curriculum. Young Sports Leaders and Y6 prefects look after younger pupils. The school's Discipline Policy contains an anti-bullying section and the school participates in the National Anti-Bullying Week. There are few instances of unkindness by pupils - any are dealt with promptly. The school's Health and Safety Policy ensures that safety measures are in place both on the premises and when pupils are on excursions.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

What activities and options are available to pupils?

In addition to the full range of National Curriculum and Jewish Studies resources, the following clubs are available as extra-curricular activities:

Chess, Tennis, Lego, Football, Netball, Israeli Dance, Art, Archery, Gardening, Science and activities linked to Jewish Studies. In addition, Y3 pupils have recorder tuition.

The school invites a number of visitors to enrich the curriculum. These have included; music recitals, science and history theatre performances, art workshops, Jewish Studies practical workshops on matza baking, shofar making and oil pressing, and talks by authors, poets, local rabbis, Holocaust survivors and representatives from charities. Parents have given talks to pupils about their own experiences and jobs.

Singing is a strength of the school. Groups of pupils perform at a variety of venues including; choir festivals, old-age homes, hospitals, synagogues and other schools.

The school participates in local and Jewish football and netball rallies.

Pupils benefit from a number of specialist rooms for Science, Food Technology, ICT and the Library.

There are day outings for all classes from Reception upwards. Y5 have a 3-day residential trip to York and Y6 a 6-day residential trip to Bournemouth.

What do our pupils do after leaving this school?

The majority of pupils transfer to Jewish Secondary Schools such as JFS, Yavneh and Hasmonian. A number each year transfer to independent and grammar schools such as Haberdashers, Watford Grammar, Merchant Taylors and North London Collegiate.

Our Y5 pupils are invited to spend a day at the two main Jewish secondary schools and this forms a valuable bridge for transfer. Secondary Schools are invited to send teachers to meet with our staff prior to transfer in Y6 to discuss pupils' strengths and weaknesses and ensure a smooth transition. Parents are invited to meet with the headteacher and staff to discuss any concerns.

Pupils are allocated a 'familiarisation day' at their new schools towards the end of Y6. We also invite back, each July, the previous year's Y6 pupils to meet with Y6 and describe secondary school life, give advice and answer questions.

Ofsted's view of our school

This is a good school, with some excellent features, where all pupils achieve well. The school benefits from the outstanding leadership of the headteacher. He is supported very well by the deputy headteacher and both, along with other staff, have a clear idea of the strengths and the areas for improvement. The school gives good value for money. The school provides a good standard of education. The quality of teaching is good and as a result, all pupils, including those with learning difficulties or disabilities, make good progress. English and mathematics are assessed accurately but systems to check on progress in other subjects are not sufficiently developed. Currently, the school is in the process of implementing a new assessment system to replace the old one. This is beginning to be used effectively in English and mathematics and plans are in place to implement this in other subjects. The marking of pupils' work is not always consistent and does not always provide sufficient guidance to pupils on how to improve their work. Children start in the nursery with average skills for their age and make good progress in the Foundation Stage. As a result, most are likely to exceed the levels expected nationally in all areas of learning when they transfer to Year 1. By the end of Year 2, pupils achieve standards that are significantly above average. Standards are also above average at the end of Year 6. Pupils across the school make good progress. Pupils' personal development is outstanding and attendance is above the national average. Children at the school feel safe and learn with confidence and enjoyment. Parents value the school's work highly. The school has successfully addressed all issues raised in last inspection and the effective self evaluation procedures mean that it is well placed to improve further.

Date of last inspection: 12-Jan-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for The Moriah Jewish Day School](#)

What have we done in response to Ofsted?

The school received good OFSTED reports in 2006 and 2009 - all grades allocated were either '2' (good) or '1' (outstanding).

Two areas were identified in 2006 for focus:

1. Ensure that marking is consistently used to guide pupils on how to improve their work
2. Continue to develop assessment in all subjects, as planned, and ensure that it is used effectively to plan work

An improved Assessment and Marking Policy was discussed and implemented to develop these areas and the 2009 report noted that "pupils are making better progress because of improvements in assessment" and that "teachers' marking is increasingly directing pupils as to how to improve their work".

The 2009 report identifies two other areas for focus:

1. Provide more opportunities in lessons for pupils to express their own ideas and to work independently and practically
2. Sharpen the accuracy of self-evaluation by undertaking more rigorous monitoring

Staff meetings are being utilised to discuss ways of implementing these recommendations.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 88682001

Our website <http://www.moriah.harrow.sch.uk>