

# Leeds Jewish Free School

Wentworth Avenue, Leeds, West Yorkshire, LS17 7TN

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have high aspirations for students and are determined that they should excel academically and personally. They are proud of what has been achieved since the school opened.
- Good teaching over time and students' positive attitudes to learning are resulting in good achievement.
- There are no gaps in performance between different groups of students.
- Students say they feel very safe in school. Bullying is rare and pupils are confident that staff will address any problems that arise.
- Students get on well with each other, respect others' differences and express their opinions with adults confidently.
- The curriculum promotes students personal, social and emotional development well. It is effectively designed to engage students with current affairs and moral issues, contributing to a good understanding of life in modern Britain.
- Behaviour is good and the vast majority of students attend regularly.

### It is not yet an outstanding school because

- While there is very effective teaching in the school, not all practice is consistently strong and, as a result, some students do not make rapid progress in all areas of the curriculum.
- Leaders have yet to develop and implement statutory careers guidance for students.
- The impact of actions to improve the quality of teaching and outcomes for students are not always systematically measured to check they are having the intended effect.
- Some school systems, such as, the recording of incidents of bullying or accidents involving pupils are not sufficiently robust.

## Information about this inspection

- One of Her Majesty’s Inspectors (the lead inspector) led the first inspection visit on 17 and 18 June 2015 and two of Her Majesty’s Inspectors visited the school on 10 July 2015 to complete the gathering of inspection evidence.
- The lead inspector spent the majority of her time observing lessons, scrutinising students’ work and talking to students in class and during social times. All teachers who taught classes during the inspection were observed, including a joint observation with the executive headteacher. An assembly for all students was also observed.
- Meetings were held with the executive headteacher, other senior leaders and with the Chair, and the vice-chair, of the Governing Body. The lead inspector also met with the executive headteacher from Rodillian Academy.
- Inspectors read documents presented by senior leaders, including those relating to student progress, self-evaluation, learning walks and book scrutiny records. Policies and safeguarding records were also scrutinised.
- Inspectors took account of the 19 responses to the online questionnaire (Parent View). They also took account of the paper-based questionnaires returned from staff and the findings from the 360 degree preliminary review survey of governors, parents, students, staff, members of the community and others.

## Inspection team

Marianne Young, Lead inspector	Her Majesty’s Inspector
David Brown	Her Majesty’s Inspector
Margaret Farrow	Her Majesty’s Inspector

## Full report

### Information about this school

- Leeds Jewish Free School opened as a free school in September 2013 with eight students. At the time of the inspection the number of students on roll had increased to 26.
- The academic year for students at Leeds Jewish Free School starts at the beginning of June. At the time of the inspection students had just moved from Years 7 and 8 to begin Years 8 and 9. New Year 7 students will join the school in September 2015.
- The school has a contract with Rodillian Academy and this academy provides teachers for all the national curriculum subjects. At the start of the latest academic year there has been a significant change over of staff in a number of subjects, including English and mathematics.
- A deputy headteacher from Rodillian Academy joined the school at the start of June as a full time member of the leadership team. She is teaching mathematics and physical education for girls.
- Just over half of students are from the Jewish community. Other faiths are represented including Sikh, Roman Catholic, Greek Orthodox, Muslim, Muslim/Rastafri and of no faith.
- There are an almost equal number of boys and girls.
- There are no middle leaders.
- A very small number of students have special educational needs.
- There are six disadvantaged students who are supported by pupil premium funding. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children looked after by the local authority.
- No students are educated off-site.

### What does the school need to do to improve further?

- Eradicating any variation in teaching quality so it consistently matches the best practice in the school and enables students to achieve exceptionally well in all subjects by:
  - using accurate assessments to plan and to teach lessons at the right level for different groups of students so all are challenged to make rapid progress
  - marking students' work so that they understand how to make improvements
  - insisting all students produce work of a high standard
- Improve leadership including governance by ensuring that:
  - the effectiveness of actions to improve the quality of teaching and students' achievement is always checked
  - systems to record and report on accidents and incidents of poor behaviour are robust
  - students receive the independent careers advice and guidance to which they are entitled
  - the school website provides all necessary information for parents and is up to date.

## Inspection judgements

### The leadership and management are good

- Leaders, including governors, are highly ambitious for the school and are keen to ensure that all students fulfil their potential. In two years, they have created a caring school community where students achieve well from their different starting points.
- All national curriculum subjects are taught in addition to Jewish Studies (including Ivrit) with a strong emphasis on students' personal development which is a strength of the school. The curriculum and assemblies introduce students to a range of issues and provides them with a good understanding of life in modern day Britain. The diverse range of faiths and cultures within the school community is celebrated through different subjects. This contributes successfully to leaders' work in tackling discrimination, promoting tolerance, respect and equality of opportunity.
- The executive headteacher monitors the quality of teaching and has taken action when this is not strong enough. He undertakes learning walks and scrutinises students' books to ensure they are being marked in accordance with the school policy and that work is well presented. He recognises, from his monitoring, that challenge for the most able students is not always apparent from the start of lessons and the quality of work in books is not always of a high standard.
- At the time of the inspection, the single central record had minor omissions which were rectified by the end of the inspection process.
- School plans state the main priorities for improvement. It is less clear how leaders will measure the impact of actions to improve elements of the school's work at regular intervals so that they are confident that activities are making a difference to students' achievement and the quality of teaching and learning.
- Pupil premium funding is used effectively to help all students access activities and to provide additional help for those students who need support.
- Senior leaders and governors meet regularly with parents so that they can seek their views and to allay the concerns that a small minority of parents have about some aspects of school life.
- The students in Year 8 have not received any careers guidance.
- **The governance of the school:**
  - Governors are knowledgeable about the work of the school and are aware of how well students are doing. Since the school opened in 2013, the number of students attending has increased but attracting more students remains a challenge. Governors receive regular reports and are diligent in their use of additional funding ensuring that it is used to best advantage. Governors insisted that the levels of progress expected should be raised for each student so that they have ambitious targets at which to aim.
  - Governors recognise that the school's website needs improvement as some of the current information, for example, some statutory policies, is out of date. They are also aware that systems to record accidents and behaviour incidents are not sufficiently robust.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of students is good. In lessons, students get on well with their teachers and with each other. Several students told the inspector that 'in a small school we have to get on and work together'. Their attitudes are, for the vast majority of the time, very positive and they are keen to learn. However, there are isolated times when their attention wanders because activities are not well matched to their needs.
- Students were keen to talk with the inspectors and to express their opinions. They talked enthusiastically about some subjects and recognised that one subject was better now because they had a different teacher and more interesting work to do.
- Students conduct themselves well around the school. Their understanding of, and interest in, current affairs, both at home and abroad, is developed well during assemblies and form time. Recent disturbing news was uppermost in the minds of many students and they discussed these issues maturely.
- Students report that incidents of bullying are rare. They said 'sometimes we have a falling out or a squabble but we can sort it out ourselves'. They have confidence that if anything escalates an adult will be available to help.
- The vast majority of students attend regularly, are punctual in the mornings and are ready to learn. Senior leaders keep a close eye on the attendance of all students. When particular students have not come to

school regularly leaders have taken effective action to improve their attendance.

### Safety

- The school's work to keep students safe and secure is good. Students are all known very well individually by staff so that any problems are identified and addressed rapidly.
- Leaders keep records of when staff have been trained in how to keep students safe; however a few staff have not had refresher training recently.
- The school's own survey of the views of parents is highly positive. However, responses to Ofsted's online questionnaire, Parent View, show that a small minority of parents have concerns about bullying, the behaviour of students and the extent to which their child is happy at the school. Students who spoke to inspectors reported that they enjoy school, feel safe and value highly the work of the learning mentor. Inspection evidence confirms that incidents of bullying are dealt with effectively.

### The quality of teaching

is good

- Teaching enables the large majority of students to make good progress. Most lessons last for an hour and forty minutes and teachers are skilful in breaking lesson time into sections so that students maintain concentration throughout. For the most part, students are engaged well in activities that effectively build on their skills, knowledge and understanding. Very often students work in pairs supporting and challenging each other as they learn and practise different skills. During a mathematics lesson, students worked in pairs so they could help each other to solve equation problems, and successfully demonstrated their knowledge and understanding of this mathematical concept.
- Teachers' strong subject knowledge is evident in many lessons as they re-phrase questions to help students to understand and provide the correct answers. Relationships between students and between students and their teachers are strong with laughter and games used to good effect to aid learning. Returning to serious mode is not a problem as students respond quickly to change and instructions. Very occasionally students have to be reminded to focus on a task, but this is the exception.
- Students read well and tackle ambitious texts as seen in an English lesson. Their use of and understanding of language, even for those who are not fluent in English, is impressive. Students speak well and articulate their ideas sensibly, for example in practical lessons. The majority of teachers work well to develop students' language skills and spelling.
- All students are taught together in their year groups so teachers have to be adept at providing the right level of challenge for different abilities. Some teachers are more skilled in this regard than others. As a result, providing appropriate challenge for the most able right from the start of lessons is not consistently well developed and students do not always make as much progress as they could from their starting points.
- Teacher's assessment of students' work is not always accurate. This means that, at times, work set is too difficult for less able students and too easy for the most able so learning is less rapid.
- Students' books are marked regularly both by the teachers and also by students themselves. Much marking is developmental and enables students to understand what they need to do to improve their work. However, some books are not marked to this standard.

### The achievement of pupils

is good

- All students are tested regularly and their progress is monitored carefully. However, assessments are not always accurate in identifying students' current attainment. Despite this, inspection evidence confirms that, from their starting points, students are achieving well.
- The progress made by different groups of students, including those who are disadvantaged, is broadly similar in the core subjects. School data indicate that students are making good progress towards their challenging GCSE targets in English, mathematics and science. However, a slightly less positive picture of achievement is evident in geography, history and modern languages. Scrutiny of work in students' books confirms this picture.
- The most able students are occasionally held back because they are not always moved on to more challenging tasks and activities as soon as possible. Lesson observations and book scrutiny confirmed that the most able students often have to complete the same tasks as others before being given something more testing.
- The number of students in each cohort is very small and their work is checked regularly with additional

teaching provided if students need extra help. This enables disabled students and those with special educational needs to make good progress alongside their peers. Consequently, gaps in performance between different groups of students are not evident.

- In lessons, boys are generally more ready to give answers and opinions. Nevertheless, girls, in Year 7 in particular, generally do better than boys.
- The pupil premium funding is used effectively to help students eligible for support to participate in school events and to provide additional help if needed. This ensures they achieve as well as others in the school.

## 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

<b>Unique reference number</b>	139773
<b>Local authority</b>	Leeds
<b>Inspection number</b>	450293

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	26
<b>Of which, number on roll in sixth form</b>	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dan Cohen
<b>Headteacher</b>	Jeremy Dunford
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0113 293 0578
<b>Fax number</b>	Not applicable
<b>Email address</b>	Jeremy.dunford@ljfs.org



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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

