





Clore Tikva Primary School

Inspection report

LEA Redbridge **Inspected under the auspices of** Pikuach

Inspection dates 30th June – 1st July 2010

Reporting inspector Jeffrey Leader

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school Primary

School category Voluntary-Aided

Age range of pupils 3 - 11
Gender of pupils Mixed

Number on roll

School (total)

Appropriate authority

Chair

Headteacher

Date of previous school inspection

School address

478 (including Nursery)

The Governing Body

Dr Richard Burack

Mrs Lenna Rosenberg

16th and 18th July 2007

Barkingside, Essex

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Introduction

This inspection was carried out by two Pikuach inspectors. The inspectors spent most of their time looking at learning. They observed 12 lessons and 2 assemblies covering all but one Jewish Studies and Ivrit teachers, and talked to staff, pupils and governors. They also scrutinised the school's documentation and a sample of pupils' written work. In addition, 55 parent and carer, and 23 teacher and support staff written responses to questionnaires were received and analysed as were responses to questionnaires from 255 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and learning
- the progress made by all groups of pupils
- the extent to which the curriculum, schemes of work and lesson planning meet the needs of all pupils.

Information about the school

Clore Tikva is a pluralist Jewish primary school situated in the residential area of Barkingside, North-East London. It has a roll of 478 pupils including a sixty place part -time nursery. The school's Nursery and Reception classes are currently oversubscribed and it has waiting lists for most year groups.

Clore Tikva has an inclusive approach to Judaism, supported by an integrated curriculum that reflects the school's ethos. A Jewish holistic approach permeates the curriculum and is reflected, for example, in class names and displays around the school. Visitors are made aware of the Jewish spiritual values and the supportive warm atmosphere as they walk around the school. Hebrew is taught as a modern foreign language and is used for prayer and textual study.

Jewish Studies is mainly taught by class teachers and the school has a dedicated Modern Foreign Language Hebrew teaching team.

A small number of non-Jewish families have chosen to send their children to Clore Tikva. These children are fully integrated into the ethos of the school. The school benefits from a stable pupil roll where generally children leave only if they are moving out of the area.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

The quality of Jewish education at Clore Tikva Primary School is good. While pupils' attainment and progress in Jewish Studies are good, their attainment and progress in speaking and understanding Ivrit (Modern Hebrew) are outstanding. Some improvement however, is needed in Hebrew reading.

The atmosphere in the school is warm and welcoming and the Jewish ethos is tangible throughout. Pupils are happy and work hard. Parents are overwhelmingly supportive of what the school achieves in Jewish Studies but a significant minority would like to see a little more Jewish Studies homework.

The school enjoys effective partnerships with other organisations such as the JNF and Tzedek. These partnerships add to the quality of pupils' Jewish learning and do much to enhance their personal development.

Teaching is good overall with some outstanding examples in both Jewish Studies and *Ivrit*. The present curriculum for Jewish Studies is excellent and provides a solid structure through which pupils are exposed to teaching which is informative, engaging and challenging. The school's approach to teaching Jewish Studies is to do so in an integrated way, where possible combining Jewish themes with subjects of the National Curriculum. While teachers are secure in their National Curriculum subject knowledge, the evidence suggests that their Jewish subject knowledge is less secure. Teaching falls short of outstanding where opportunities are sometimes missed to challenge pupils through active learning that is matched carefully to their abilities, especially for the more able learners.

The school provides an excellent level of care, guidance and support.

Pupils' behaviour, both in and outside the class is excellent overall. Pupils are polite and courteous and speak very positively about their Jewish learning. The extra provision provided in the school by visiting rabbis and Jewish outreach organisations has a positive effect on the pupils' attitude to Jewish learning.

The effectiveness of leadership and management is good. The headteacher has a clear vision of where she wants the school to be going Jewishly and in this ambition she is ably supported by the school's Senior Management Team and the Governing Body. The subject leaders for Jewish Studies and *Ivrit* have both made a significant and positive impact upon teaching and learning in these important areas.

The school has addressed, to a great extent, the two improvement points made by the previous Pikuach inspection team. The library is well stocked with Jewish books and pupils borrow them. However, there is still some work to be done to improve pupils' understanding of traditional *tephillot* (prayers) during assembly and their fluency in reading them.

What does the school need to do to improve further?

- Improve the quality of assessment procedures and ensure that lesson planning not only takes account of but also specifies provision for pupils of different abilities.
- Provide opportunities for teachers to become more secure in their Jewish subject knowledge.
- Improve pupils' fluency and accuracy in their Hebrew reading.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn in Jewish Studies. Some Year 6 pupils spoke warmly about their Jewish learning. They particularly like studying themes that are relevant to their lives, such as the 'The Jewish Life Cycle' and 'The Jewish East End.' They also enjoyed practical Jewish work such as making *Pesach haggadot* (Passover prayer books) and also learning about and celebrating Jewish festivals. Most pupils willingly do as they are asked by teachers and try hard with their work. When given the opportunity to be actively involved in tasks, such as working with others, they apply themselves well. Pupils enjoy work that is made interesting for them and is well explained and make good progress overall in their Jewish Studies. Most pupils with special educational needs and/or disabilities make comparable progress to their classmates because of the support they receive. On occasions, more able pupils' progress is held back because they are not given sufficient challenge.

Pupils like the school and appreciate and respond positively to the opportunities it provides for them. They take a pride in their own achievements and celebrate the achievements of others. They have a good awareness of a range of religions and cultures. Overall pupils feel that they have a voice in school and that their views are listened to. The School Council recognises its responsibility and members take their designated roles seriously, for example, by organising charity events and representing fellow pupils. Council members have been involved in making decisions as to which charities the school should support, including Wings of Hope, Poppy Appeal, Jeans for Genes, Chai Lifeline and Jewish Child's Day. As a result of the school's ever increasing links with the north of Israel, it is planning to focus its fundraising to support the prospects of young people in that area.

During the inspection pupils both in and outside the classroom behaved in an exemplary manner.

Outcomes for pupils' attainment and progress in speaking *Ivrit* are excellent due to the outstanding quality of teaching. Evidence from lesson observation and assembly reveal that pupils understand what their teachers are saying and are able to respond in *Ivrit*. Pupils in Year 1 were able to count till 60 and give their age. In a Year 6 class, pupils responded to a variety of topics including the weather and date. Hebrew reading skills, however, are variable and few pupils have attained fluency.

The school's recent Ofsted inspection noted that 'the pupils' spiritual, moral, social and cultural development is outstanding.' The Pikuach inspectors concur with this and the view that pupils at Clore Tikva 'are very sensitive and show great respect for the needs, interests and feelings of others. They develop a strong moral code based on their religious beliefs and build strong and lasting relationships.' The school has forged a close link with the Kerner School in Northern Israel and pupils and teachers have paid reciprocal visits to each other's school, thus offering the pupils opportunities to experience life in a different country. This, as the Ofsted team report, 'supports the excellent contribution pupils make not just to the life of the school but also to the wider community.'

The school does fulfil its duty of carrying out a daily act of collective worship either through assembly or through its pupils saying *Birkat Hamazon* (Grace after Meals). It needs to consider, however, how better to engage the older pupils in prayer because, while their behaviour during assembly is excellent, their written responses to pupils' questionnaires indicate that they find the repetitive nature of prayer in assembly both boring and uninspiring.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Teaching throughout the school is good overall with some outstanding examples of practice. Where teaching is outstanding, lessons are typically fast-paced and fun. Teaching is lively, tasks and concepts are clearly explained, and activities are carefully designed to challenge the pupils to learn at a swift pace. Adults ask perceptive questions and these help pupils to think about what they are learning. Effective use of 'talking partners' throughout each year group helps pupils make good progress in their Jewish studies.

Teaching falls short of outstanding wherever opportunities are sometimes missed to challenge pupils through active learning that is matched carefully to their abilities, especially for the more able learners. In these lessons the activity may sometimes, be a little too long, meaning that some pupils finish their work ahead of others and are left waiting for the rest of the class to finish.

The school's philosophy of having the class teacher deliver all subjects of the National Curriculum and Jewish Religious Education is a sound one. With this approach pupils feel that Jewish Studies is a normal part of the curriculum instead of an additional subject taught by a designated Jewish Studies teacher. However, this approach sometimes has a drawback in that some teachers are less secure than others in their Jewish knowledge and are sometimes unable to answer difficult questions posed by pupils. The school is aware of this and is fortunate to have rabbis from the local and wider community who enhance Jewish learning by teaching in the school. A senior, local rabbi who is also a school governor proposes to take in-service training sessions aimed at improving teachers' Jewish subject knowledge.

Lesson planning for Jewish Studies is predominantly good but sometimes lesson objectives describe an activity such as writing a story rather than highlighting a specific skill or piece of knowledge that pupils are expected to acquire.

Assessment of pupils' progress is linked to the planning framework of *Kivunim,* (*Directions - the* curriculum that the school uses for its Jewish Studies) and End of Phase Statements which list what pupils are expected to know, understand and do in their Jewish learning by the end of each year. The developing use of focus groups and the introduction of 'Books of Reflection' provide information on children's progress and their attitude to Jewish Studies.

Although most pupils' work is marked, there are instances when marking does not help the pupil to understand what they have achieved or what they need to do to improve. Some work, for example, is marked 'excellent.' In such a case it would be helpful for the teacher to explain why the work excels.

The quality of the Jewish Studies curriculum is outstanding and meets the needs of all pupils. It is broad and balanced and very appropriate to the pluralist ethos of the school. Many topics are effectively integrated with the secular curriculum. For example, Modern Hebrew (*Ivrit*) relates directly to the national objectives for the government's modern foreign language teaching in primary schools. All pupils receive two *Ivrit* lessons per week which includes the teaching of Hebrew reading.

Other topics including biblical studies, festivals and Jewish life are taught through the *Kivunim* Jewish Studies Curriculum which provides teachers with a well structured, developmental programme containing clear lesson objectives and plans plus schemes of work.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a clear vision of where the school needs to go and how it will get there. There is evidence that support for teachers, provided by the leadership team, has raised the quality of teaching in Jewish education but there is also a recognition that all lessons need to be good or better to raise standards further and accelerate progress. The Jewish Studies Leader has been in post since the beginning of the current school year and has already made a significant impact. She is dedicated to the ongoing development of Jewish Studies within the school and is closely supported in this task by the Deputy Head Teacher.

Similarly, the *Ivrit* Leader has played a key role in providing Modern Foreign Language professional development not only for Clore Tikva but for other Jewish schools as well. Her enhanced knowledge and understanding has been disseminated though the school and all *Ivrit* staff have taken a full part in seven training days this year which has improved their teaching skills and impacted positively upon their pupils' learning.

The governing body makes a highly significant contribution to the work and direction of the school as a result of its ability to offer a high level of professional challenge and insight to hold the school to account.

The school has very secure safeguarding systems which meet requirements and keep all pupils healthy and safe. The school works hard to keep parents and carers informed of their children's and the school's progress. They appreciate the ease with which staff can be approached. The school makes a very good contribution to community cohesion with close Jewish, local and wider community relations. Developing links with Israel and Africa give pupils an insight into global diversity. The school promotes inclusion, as is illustrated by its friendly, happy atmosphere. The school's recent Ofsted report commented that: 'Promoting equality of opportunity and tackling any discrimination is at the heart of all that the school does. One result is that this is a very cohesive school, where everyone feels valued.'

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition	
and driving improvement	

The effectiveness with which the school promotes equality of opportunity and 1 tackles discrimination The effectiveness of safeguarding procedures 2 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities 1 The effectiveness of the school's engagement with parents and carers 2 The effectiveness of partnerships in promoting learning and well-being 1 The effectiveness with which the school promotes community cohesion 1 The effectiveness with which the school deploys resources to achieve value for 2 money

Early Years Foundation Stage

Many of the strengths in the main school are evident also in the Early Years and Foundation Stage classes. Children make good progress in their Jewish learning from their various starting points. This is because of teachers' expectations of what children can achieve. A good variety of activities builds securely on children's interests and engages and motivates them effectively. Children are encouraged to talk to each other about the topic being studied and even at the Nursery stage they are able to discuss, in a meaningful way, the mitzvot (good deeds) they have carried out. Role play provides good opportunities for children to try out their ideas and increase their knowledge and understanding.

Assessment of progress at Nursery level is particularly good, with children's names listed next to 'can do' and 'need to' beside the lesson topic.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

Just over a quarter of parents and carers returned the questionnaire giving their views of the school in relation to its Jewish Studies provision. Of these, the overwhelming majority of responses were positive. In particular, they said that their children enjoyed their Jewish Studies and were taught to a high standard. They felt strongly that the school gives their children a good understanding of Jewish values. However, a significant minority of parents and carers would welcome more homework to support their children's Jewish learning.

Pikuach invited all the registered parents and carers of pupils registered at Clore Tikva to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspectors received 55 completed questionnaires. In total, there are 416 pupils registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school				

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Pikuach inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment: the standard of the pupils' work shown by test and

examination results and in lessons.

Progress: the rate at which pupils are learning in lessons and

> over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

Achievement: the progress and success of a pupil in their

learning, training or development. This may refer

to the acquisition of skills, knowledge,

understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or

health.

the proven ability of the school to continue Capacity to improve:

> improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership and management: the contribution of all the staff with responsibilities,

> not just the headteacher, to identifying priorities, directing and motivating staff and running the

school.