

Ilford Jewish Primary School

Inspection report

LEA Redbridge

Inspection dates 14 - 15 May 2009 Reporting inspector Jeffrey Leader

Team inspector Rabbi Yaakov Heimann

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

Type of School Primary school School address Carlton Drive, Barkingside,

Telephone number

School category Voluntary Aided

Ilford, Essex. Age range of pupils 3 - 11 IG6 1LZ

Gender of pupils Mixed

020 8551 4294 Number on roll 246 Fax number 020 8551 4295

Appropriate authority The governing body Chair of governors Daniel Carmel-Brown

Date of previous inspection 5 – 6 July 2006 Headteacher Mrs R. Levin

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Introduction

Description of the school

Ilford Jewish Primary School has a long history, having originally been founded in 1870 in the East End of London. It moved to its present site in 1970. The school has a modern orthodox ethos, its sponsoring denominational body being the United Synagogue. The majority of pupils come from the local area and from homes where, for the most part, there is a varied range of religious observance.

Twenty per cent of curriculum time is devoted to Jewish Studies including the teaching of Modern Hebrew.

Over the past few years the school has experienced a falling roll because of changing population patterns and the establishment of another Jewish primary school less than a mile away.

Key for inspection grades

Grade 2 Good

Grade 3 Satisfactory
Grade 4 Unsatisfactory

Overall effectiveness of its provision for Jewish education

The overall effectiveness of the school's provision for Jewish education is good especially in the Foundation Stage and Key Stage 1. At these stages pupils are interested and engaged and generally make good progress; teachers' lessons are well planned and they do all they can to sustain their pupils' interest with an impressive range of activities and resources.

There is less evidence of this at Key Stage 2 and the school is aware that it needs to improve its Key Stage 2 provision, especially in raising standards of Hebrew reading. In fairness it should be noted that the Jewish Studies Department has been under enormous pressure for more than a year trying to cope with the loss of staff, sometimes under tragic and untimely circumstances. The Jewish Studies Coordinator deserves much credit not only for holding the Department together during this testing time but also for leading it well with the full support of the headteacher and a committed governing body. The recent appointment of new Jewish Studies staff who have demonstrated potential bodes well for the future.

The more able pupils need to be extended. The school knows this and before the end of the current summer term will be introducing measures to meet their needs more effectively.

There are good systems in place for assessing pupil progress at Key Stage 1. This now needs to be extended to Key Stage 2.

Pupils are well cared for and are safe. Their behaviour is mostly good. Many pupils enjoy their Jewish Studies and at the younger stage show great enthusiasm for it.

There is a broad and balanced curriculum in place which covers the areas needed to develop pupils' understanding and knowledge of Judaism. This formal curriculum is supported by an informal programme of Jewish related clubs, visits and activities.

Pupils' spiritual, moral, social and cultural development is good as is their involvement in collective worship.

In the inspectors' view the school has the capacity to improve still further.

Grade: 2

What the school should do to improve further

- Produce a full self-evaluation assessment of its provision and performance in teaching Jewish Studies.
- Introduce into Key Stage 2 the effective assessment procedures used in the Foundation Stage and Key Stage 1.
- Improve standards of Hebrew reading in Key Stage 2

Achievement and standards

Hebrew reading and comprehension have slightly improved across the school since the last inspection. Pupils in the Foundation Stage and Key Stage 1 generally make good progress. Nevertheless the school is keenly aware that further improvement in reading is still necessary, especially at the end of Key Stage 2. Year 6 pupils, chosen at random, displayed a good knowledge of *brachot* (blessings) for food and drink but less so in trying to recall answers to general Jewish knowledge questions.

There are times when pupils fail to make a link between what is being taught and the activity they are being asked to do. Teachers need to be more explicit about this and to be aware, on occasion, of the need to pitch elements of the lesson at a level which the pupils will understand.

There are some pupils in school whose Jewish knowledge is more advanced than others. Often this is because they come from religiously committed families who consistently put into practice what is being taught in school. Recently because of the disruption to the Jewish Studies Department, the needs of these pupils have not always been met. However, strengthened by new staff appointments, the school will begin a programme for more able learners before the end of the summer term.

Those pupils observed in *Ivrit* (Modern Hebrew) lessons displayed a good, basic knowledge of the language and were able to answer questions in simple but accurate Hebrew.

Grade: 3

Personal development and well-being

Pupils' spiritual, moral, social and cultural development is very good as is their involvement in collective worship.

Links have been forged with local non-Jewish schools which IJPS pupils visit to talk about their religion. The school has, in turn, hosted visits by pupils from these schools who talk about their own religion and culture.

Evidence obtained during lesson observation and from discussions with pupils confirms that they have positive attitudes to their learning. They are happy to be at school and generally enjoy their Jewish Studies lessons. When one Year 6 pupil was asked what she would miss most about the school she replied: 'The teachers – they are my friends.' Pupils' views are taken seriously and the School Council discusses issues such as how to improve *tefillah* (prayer), and how to implement fundraising ideas. Pupils understand and appreciate the importance of leading healthy lifestyles and the school provides opportunities and encouragement for them to do so in a number of ways including the provision of alternate menus as well as fruits and vegetables being made available at lunchtime. Behaviour is mostly good although there were some instances of inappropriate behaviour during some Key Stage 2 lessons. Many pupils display *derech eretz* (respect) to visitors, teachers and peers. During the course of the inspection, they opened doors and greeted members of the inspection team with courtesy.

Pupils contribute to the Jewish and wider communities in a variety of ways. For example, they collect money for *tzedakah* (charity) which benefits Jewish and non-Jewish charities and they visit local Jewish homes for the aged during the course of the year.

Grade 1

Quality of provision

Teaching and learning

Teaching in Jewish Studies in the Foundation Stage and Key Stage 1 is never less than good and often of an even higher standard. Classes are very well behaved and pupils are fully engaged in their studies and eager to learn. The teaching is varied and different strategies are used to keep lessons fresh and interesting. In addition to praise regularly given to deserving pupils, there are very good reward systems in place. Lessons are well planned with clear learning objectives and they move at a pace which ensures that the pupils remain engaged and motivated.

Teaching and learning in Key Stage 2 are more variable. Some lessons are well planned others are not. Behaviour in some lessons is good on other occasions less so. The inspectors took into consideration the staffing arrangements for Key Stage 2 and understand that the new staff, who demonstrate potential, need time to settle in.

The school has introduced "talking partners" which gives pupils the opportunity to explore and clarify what they have learned together.

There is good use of ICT (Information and Communication Technology) in Jewish Studies lessons. This is important because pupils appreciate the fact that Jewish religious education does not have to be taught in a dated and outmoded fashion and that the technology used to teach them English and mathematics is also used for their Jewish Studies.

Inspectors were impressed by the assessment of pupil progress in the Foundation Stage and Key Stage 1. Each pupil has a set of termly targets for example, 'to read an unseen passage from the *siddur* accurately and fluently.' In this respect there has been a definite improvement since the last inspection. The quality of marking has also improved and is more informative than before. There were, however, at Key Stage 2 some instances of unmarked work and sometimes the acceptance by teachers of work that was untidy.

It is important that the systems for tracking and assessing pupils' progress used so effectively in the Early Years and Key Stage 1 be introduced as soon as possible into Key Stage 2.

Grade 3

Curriculum and other activities

The quality and range of the curriculum is good. It is suitably broad and balanced and reflects the ethos and values of the school in providing the basis for a solid foundation of Jewish knowledge and skills, while implanting Jewish attitudes, beliefs and practice. The headteacher has direct responsibility for PSHCE (Personal, Social, Health and Citizenship Education) which contributes to the pupils' capacity to stay healthy and safe. There is good integration with subjects of the National Curriculum such as art and music. The curriculum is enhanced by some good, extra-curricular activities including weekly clubs for leyning (Torah reading) and Israeli dancing.

There are other activities which contribute to the Jewish ethos of the school, including the school choir which regularly takes part in both Jewish and local civic events, and fundraising for Jewish and general charities.

In developing its formal curriculum, the school has been an active partner in the Jewish Curriculum Partnership (JCP) sponsored by the UJIA. The school uses the JCP's excellent *Chumash* (Bible) curriculum. Unfortunately, the disruption in the staffing of Key Stage 2 Jewish Studies has meant that many pupils have not been able to study *Chumash* for more than a term.

Ivrit is part of the Jewish Studies curriculum. Since the last inspection the school has been using the Tal-Am programme in Key Stage1 to teach pupils Hebrew vocabulary and comprehension.

The curriculum is well resourced and there are many displays around the school which reflect its Jewish ethos. Many of the displays are attractive and modern but there are some which appear a little dated. The amount of pupils' work on display is, however, limited.

The school has provided a successful Jewish learning course for parents as part of the SEED programme.

Grade 2

Care, guidance and support

The school has an effective security system with an on-site security officer who monitors both entry and exit to the school. At the end of the school day parent volunteers supervise the pick up of children outside the school boundary. The Community Security Trust (CST) runs "Street Awareness" courses for pupils. Projects in partnership with Norwood such as 'Walk Tall' are invaluable in helping vulnerable pupils raise their self-esteem.

Drugsline Chabad has run regular sessions for students on the dangers surrounding drugs, substance abuse and addiction.

The quality of collective worship is good and complies with statutory requirements. Participation in assemblies by younger pupils is excellent. They join in with enthusiasm and gusto but as they get older they appear to participate only nominally.

Grade: 1

Leadership and management

The Jewish Studies Coordinator has done a good job filling the vacuum caused by the untimely death of the previous Head of the Department. The Coordinator has acted in a leadership capacity for almost a year and in addition to a full teaching programme is responsible for organising extra support for pupils with their Jewish Studies, mentoring new staff, creating resources and liaising with outside agencies. She deserves full credit for all she has achieved. In all of her endeavours she has received the continual support of the headteacher.

There is a Pikuach Action Plan from the last inspection that is monitored regularly at KS1. Pressures on the Jewish Studies Department have, however, meant that it has not yet produced a full written self-evaluation of its current provision and performance at all Key Stages. This is an important evaluative process for measuring the Department's strengths and weaknesses and should be compiled as soon as possible. By analysing its Jewish Studies provision the Department will be better placed to create an effective action plan to take the school's Jewish Studies programme forward.

The governors are committed to the school's Jewish Studies programme. This commitment is reflected by the fact that for the first time, they have invested in

the funding for three days per week, in-class support for Jewish Studies teachers.

The inspectors received from parents a good response to their questionnaire. This showed that parents were overwhelmingly supportive of what the school was trying to achieve in Jewish Studies.

Grade: 2

The following annex should be completed and attached to this report:

1. The **Inspection Judgement Form** (Annex A)

The inspection report should be published as a single document.

We will not publish Annex A.

FOR INTERNAL USE ONLY Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 unsatisfactory.	School Overall	16–19
Overall effectiveness		
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of pupils?	2	
How well does the school work in partnership with others to promote pupils' well-being?	2	
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	None	
The capacity to make any necessary improvements	Yes	Yes/No
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes/No

Achievement and standards

How well do pupils achieve?	2	
The <i>standards</i> ¹ reached by pupils	3	
How well pupils' make <i>progress</i> , taking account of any significant	3	
variations between groups of pupils		
How well pupils with learning difficulties and disabilities make	2	
progress		

Personal development and well-being

How good is the overall personal development and well- being of the pupils?	1	
The extent of pupils' spiritual, moral, social and cultural	1	
development including collective worship		
The behaviour of pupils	3	
The attendance of pupils		
How well pupils enjoy their education	1	
The extent to which pupils adopt safe practices	2	
The extent to which pupils adopt healthy lifestyles	1	
The extent to which pupils make a positive contribution to the	1	
community.		
How well pupils develop workplace and other skills that will	NA	
contribute to their future economic well-being		

The quality of provision

How effective are teaching and learning in meeting the full	3	
range of pupils' needs?		
How well do the curriculum and other activities meet the	2	
range of needs and interests of pupils?		
How well are pupils cared for, guided and supported	1	
including provision for collective worship?		

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

Leadership and management		
How effective are leadership and management in raising achievement and supporting all pupils?		
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all pupils achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that pupils are protected	Yes	Yes/No
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

The extent to which schools enable pupils to be healthy	Delete as appropriate
Pupils are encouraged and enabled to eat and drink healthily.	Yes
Pupils are encouraged and enabled to take regular exercise.	Yes
Pupils are discouraged from smoking and substance abuse.	Yes
Pupils are educated about sexual health.	Yes
The extent to which providers ensure that pupils stay safe.	Delete as appropriate
Procedures for safeguarding pupils meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Pupils are taught about key risks and how to deal with them.	Yes
The extent to which pupils make a positive contribution	Delete as appropriate
Pupils are helped to develop stable, positive relationships.	Yes
Pupils, individually and collectively, participate in making decisions that affect them.	Yes
Pupils are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable pupils to achieve economic well-being	Delete as appropriate
There is provision to promote pupils' basic skills.	NA
Pupils have opportunities to develop enterprise skills and work in teams.	NA
Careers education and guidance is provided to all pupils in Key Stage 3 and 4 and the sixth form.	NA
Education for all pupils aged 14–19 provides an understanding of employment and the economy.	NA