1. INTRODUCTION

This inspection was carried out at the request of the school. Its purpose was to report on:

- * the educational standards achieved in Jewish Studies in the school
- * the quality of Jewish education provided
- * the spiritual, moral, social and cultural development of pupils in the school
- * arrangements for collective worship

Other aspects of the school's work were inspected by the Independent Schools Inspectorate and are to be reported on separately.

Name of School Naima Jewish Preparatory School

Type of SchoolPreparatoryStatusPrivateAge range of pupils4-11

Principal Rabbi Dr A Levy Headteacher Mrs K Peters Head of Jewish Studies Mrs F Levenberg

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Telephone 020 7328 2802
Chair of Governors Mr R Yentob
Local Authority Area Westminster
Name of Reporting Inspector Rev M A Binstock
Name of Team Inspector Mrs L Harstein
Dates of Inspection 4 – 6 February 2003

1.1 Basic Information about the school

Naima Jewish Preparatory School is an independent school serving Jewish boys and girls aged four to eleven. It was founded in 1983 by its current Principal and is affiliated to the Spanish and Portuguese Community. There is also a nursery on the site for children aged three to four. Its catchment area covers a wide radius of west and north west London.

Naima JPS is an orthodox Sephardi school which aims to meet the needs of pupils from Sephardi and Ashkenazi backgrounds. Of the 176 pupils currently on roll, a significant minority are from families of Ashkenazi origin. The school seeks to transmit the values and importance of traditional Judaism while giving children the academic and social skills to flourish in and contribute to society at large. Approximately 25% of the school day is devoted to Jewish Studies. The levels of Jewish knowledge and observance of the families served by the school vary considerably. In recent times, the number of more observant families applying for admittance has increased.

1.2 School Data and Indicators

Number of full-time pupils 176 Orthodox Religious affiliation Number of school action plus pupils Number of statemented pupils 0 Number of pupils receiving free school meals 0 Number of full-time teachers 3 Number of part-time teachers 3 Pupil to teacher ratio: 1:22 (1:12 Key Stage 2 Chumash) Average class size for Jewish Studies: 22 (12 for Chumash) Teaching time for Jewish Studies per week 6 hrs KS 1, 6 hrs 40 mins KS 2 Destination of pupils leaving end of summer 2002 Mostly to Jewish schools (Immanuel JFS and Hasmonean). College. Others to City of London.

1.3 Record of Evidence

The inspection was conducted over the course of three days by two inspectors. Over the course of the inspection, twenty-three lessons were observed as follows:

Pre - Key Stage 1	Key Stage 1	Key Stage 2	Total
3	5	15	23

In addition, *tefillah* sessions were observed in each year group plus *Keriat HaTorah* held in the school's synagogue at which pupils from Year 2 and above attended. *Birkat Hamazon* was observed in Years 2 and 6. Pupils' behaviour was observed at break, at lunchtime, and as they moved around the school. A representative sample of pupils from Years 2, 4 and 6 was tested on a range of subjects from the school's Jewish Studies curriculum and samples of their written work were scrutinised. Discussions were held with the Principal, Headteacher, Head of Jewish Studies, staff, governors, Special Needs Co-ordinator (SENCO) and parents. Policy documents, the Jewish Studies curriculum and teachers' plans and records were studied carefully before and during the inspection. Parents' views were sought by way of a questionnaire completed by over 40% of the parent body.

2. SUMMARY

2.1. Main Findings

- 1. Naima Jewish Preparatory School offers an excellent environment for providing an orthodox Jewish education for its pupils. The school meets its aims to transmit the values and importance of traditional Judaism and to imbue pupils with a love of Torah.
- 2. The standards achieved by pupils in most areas of the Jewish Studies curriculum are good when judged against the school's high expectations. The majority of pupils make good progress as they advance from year to year.
- 3. The school places great emphasis on the teaching of Hebrew reading. By Year 2, most pupils are able to read with a good deal of accuracy. Reading progress is maintained so that by Year 6, most pupils achieve good standards of fluency and accuracy. By the end of Key Stage 2, most pupils develop the necessary skills in script writing and achieve satisfactory standards in the reading of *Rashi* script.
- 4. Very good standards are achieved in comprehension of *Chumash* texts and by Year 6, translation skills are well developed by pupils in the higher group. The analytical approach to the teaching of *Chumash-Rashi* has resulted in the pupils developing an excellent ability to think deeply, to question their teachers, to effectively evaluate evidence and to offer explanations. Key Stage 2 pupils in the lower groups achieve satisfactory standards.
- 5. Most pupils have a good knowledge of the blessings to be recited for food and drinks. Standards achieved in other areas of general Jewish knowledge are unsatisfactory. The Head of Jewish Studies is aware of this and expects standards to improve when the benefits of the newly implemented curriculum take full effect.
- 6. Pupils have positive attitudes towards the school and Jewish Studies, and behaviour is generally good. Many examples of pupils acting with *derech eretz* were observed although occasional incidences of unacceptable behaviour were noted.
- 7. The school fully complies with the statutory requirements by providing daily acts of collective worship for all pupils. The standard of praying is a major strength of the school and admirably reflects its Jewish values and ethos.
- 8. The Jewish Studies curriculum document is excellent and appropriate to the needs of the pupils. It is designed to make the pupils familiar with and to be proud of their Jewish Sephardi heritage. The main focus is the study of *Chumash* and *Parashat Hashavua* (the weekly Torah reading). These subjects are regarded as the foundation for the pupils' development of Jewish values. In line with the school's policy, little time is devoted to creative writing. In the view of the inspectors, the opportunities given are insufficient and this is unsatisfactory.

- 9. The quality of teaching is very good. The Jewish Studies teachers are highly dedicated and motivated and are a major strength of the school. Of the lessons observed, 87% were good or better and 22% were excellent. No unsatisfactory lessons were seen.
- 10. Teachers plan their lessons well and display good classroom management skills. Assessment procedures are excellent and promote progress in Jewish Studies.
- 11. Provision for the spiritual, moral, social and cultural development of the pupils is very good. The whole school staff including the administrative staff fully understands and supports the ethos of the school.
- 12. Provision for pupils with special educational needs (SEN) is good and matches the aim of the school to meet the needs of every child. There are effective procedures to identify pupils with SEN and to provide appropriate and effective support in their Jewish Studies.
- 13. The school has very good links with the parents and the community and there is evidence of strong parental support for the school. Over 40% of the parents completed a questionnaire and their responses indicate that the majority are pleased with all aspects of Jewish Studies at the school. The quality of information provided to parents by the school is very good.
- 14. The management of the school is very good. The partnership between the Headteacher and Head of Jewish Studies is a strength of the school. The Head of Jewish Studies provides strong and effective leadership and she is highly regarded by the governing body and staff.
- 15. The Head of Jewish Studies has an excessive workload and this gives rise to serious concern. It is therefore essential that the management structure of the school be reviewed as a matter of urgency.
- 16. Resources to support Jewish Studies are good and are satisfactory for the teaching of pupils with SEN. There is a good range of library books, videos and computer software, plus other teaching resources, which have been produced by the Head of Jewish Studies and the Jewish Studies staff. More space needs to be allocated for wall displays of Jewish themes including examples of pupils' work in Jewish Studies.
- 17. The standard of accommodation provided for Jewish Studies is very good. As a result of major rebuilding, the school now benefits from an excellent synagogue, library and computer room.

2.2 Key Issues for Action

To improve further the quality of Jewish education in the school, the governors and staff need to:

* review the responsibilities of the Head of Jewish Studies in relation to the management structure of the school, and consider how her workload can be reduced to enable her to devote more time for the benefit of the Jewish Studies Department

3. STANDARDS IN JEWISH EDUCATION

3.1 Achievement and Progress in Jewish Studies

- 1. The standards achieved by pupils in most areas of the Jewish Studies curriculum are good when judged against the school's high expectations. The majority of pupils make good progress as they advance from year to year.
- 2. The school places great emphasis on the teaching of Hebrew reading, and daily opportunities are provided to develop these skills. The evidence gained from lesson observation and representative testing indicates that the school's aims are achieved. By Year 2, most pupils are able to read with a good deal of accuracy. Progress in reading and writing is maintained as pupils advance through the school so that by Year 6, most pupils achieve good standards of fluency and accuracy. The teaching of Hebrew script is introduced in Key Stage 2 and most pupils gain the necessary skills in script writing. *Rashi* script is introduced in Key Stage 2 and overall, satisfactory standards in the reading of *Rashi* are achieved.
- 3. The study of *Chumash* is introduced in Year 2 and from Year 3, all pupils have one *Chumash* lesson each day. Each year group in Key Stage 2 is split into two ability groups. Importance is attached to comprehension as well as translation of the set texts. The evidence gained from classroom observation and from testing indicates that pupils achieve good standards of comprehension, and this enables them to understand and appreciate the underlying Jewish values and *middot tovot* (good character traits). Pupils' comprehension of the set texts is enhanced by the study of selected *Rashi* commentaries where emphasis is placed on understanding the *Rashi* rather than on the ability to translate it. The standards achieved in *Chumash* translation by pupils in the higher groups are very good. Pupils in the lower groups achieve satisfactory standards.
- 4. The study of basic Hebrew grammar including prefixes and suffixes is incorporated into the *Chumash* lesson. Overall, satisfactory standards are achieved.
- 5. Of the sample of pupils tested, most had a good knowledge of the various blessings for food and drinks. However, the standards achieved in other areas of general Jewish Knowledge including the names of the Jewish months and the dates of festivals, are unsatisfactory and below the expectations of the school. This is due to the fact that the school has not yet fully benefited from the effects of the new curriculum that has recently been implemented. The Head of Jewish Studies is fully aware of the need to improve the standards of Jewish Knowledge and intends to monitor the situation carefully.

3.2 Pupils' Attitudes, Behaviour and Response to Jewish Studies

- 1. Pupils' attitudes, behaviour and response to Jewish studies are overall of a very good standard. The pupils have very positive attitudes to their learning. They participate and concentrate well, are motivated and are eager to answer questions.
- 2. During assemblies and *tefillah* the pupils show respect and participate fully at all times. Those pupils who are given responsibility during these occasions, e.g. reading from the Torah in front of the whole school, show great pride in completing the task

successfully. During the many extra-curricular activities observed, such as Hebrew calligraphy and Breakfast Clubs, there was a great sense of enjoyment, concentration and interest shown.

- 3. At all times the pupils were seen to be working co-operatively with each other. This was especially obvious during the extra-curricular activities where many instances of pupil sharing and giving assistance to others were seen.
- 4. The analytical approach to the teaching of *Chumash-Rashi* has resulted in the pupils developing an excellent ability to think deeply, to question their teachers, to effectively evaluate evidence and to offer explanations. Consequently, the pupils are able to orally communicate their ideas and thoughts clearly. This was seen on numerous occasions and particularly during assembly when a Year 6 girl, without prior notice, made an announcement that was clearly articulated, well constructed and precise.
- 5. Behaviour around the school is good. The pupils display *derech eretz* in their dealing with each other and adults. Pupils often greeted the inspectors, spoke respectfully and held the doors for adults. Examples of children showing concern for others were seen. However, occasional incidents were observed of unacceptable behaviour and of disrespect to adults and each other.
- 6. Year 6 pupils show leadership qualities and are good role models for the younger pupils. For example, they organise charity events and help younger pupils during break.
- 7. The pupils' response to their Jewish studies is very good. In 70% of the lessons observed, pupils' response was good or better and in 22% of lessons observed it was excellent. No unsatisfactory response to lessons was observed. Considerable opportunity is given in each lesson for the pupils to question what they are learning and to voice their opinions.
- 8. The school's curriculum is designed to make the pupils familiar with and to be proud of their Jewish Sephardi heritage. There are many areas where this can be seen. For example, the pupils are divided into four houses named after great Sephardi personalities.
- 9. There are many extra-curricular voluntary activities available in the school that are well attended and give the school vibrancy.

3.3 Collective Worship – (*Tefillah*)

- 1. The school fully complies with the statutory requirements by providing daily acts of collective worship for all pupils.
- 2. Tefillah is very well organised and takes place daily in each class. The content and length of each session is appropriately matched to the needs of each year group. Teachers including members of the secular staff lead the sessions. They are very active during Tefillah in given assistance and encouragement to pupils.
- 3. The excellent manner in which the pupils conduct themselves during *Tefillah* is a major strength of the school and admirably reflects its Jewish values and ethos. In all

Tefillah and *Birkat Hamazon* sessions observed, pupils displayed good levels of concentration and behaved with respect. They participated enthusiastically and recited or chanted the prayers with a high standard of accuracy.

- 4. Some of the *Tefillah* sessions are devoted specifically to giving pupils a deeper understanding of the prayers thereby providing the pupils with a valuable learning experience to enable them to appreciate their beauty and significance.
- 5. A weekly assembly, attended by Year 2 pupils and upwards takes place for *Keriat HaTorah* in the school's synagogue. Three boys are chosen to read from the Torah and this is followed by a *D'var Halachah* delivered by two girls. The standards of the Torah reading and each *D'var Halachah* observed were very high.

4. QUALITY OF JEWISH EDUCATION

4.1 Quality and Range of the Curriculum

- 1. The quality and range of the curriculum are very good and are most appropriate to the needs of the pupils in relation to their background and prior attainment. The impact the curriculum has on the progress and achievement of the pupils is very good. Approximately 25% of the school day is devoted to Jewish Studies. The breadth and range of the curriculum reflect the priorities deemed appropriate by the Honorary Principal and Head of Jewish Studies in order to raise the standards of Jewish knowledge and commitment of the pupils. Their primary aim is to imbue the pupils with a love of Torah. Therefore, the curriculum focuses mainly on the study of *Chumash* and *Parashat Hashavua* (the weekly Torah reading). These subjects act as the springboard for teaching other topics and are regarded as the foundation for the pupils' development of Jewish values. In order to maximise the time available, no formal lessons are now devoted to the teaching of *Ivrit*. This decision is appropriate in the view of the inspectors. However, insufficient opportunities are given for creative writing and this is unsatisfactory.
- 2. The curriculum document is excellent and incorporates a new programme for the teaching of *Parashat Hashavua*. This component is being developed by the Joint Jewish Studies Curriculum Partnership funded by UJIA, of which the school is a lead participant. The document contains clear aims and objectives, attainment targets and level descriptions.
- 3. The school's policy on the teaching about Israel is clearly set out in the school development plan. No Israel studies were observed during the course of the inspection as these take place in the run-up to significant events such as *Yom Ha'Atzma'ut* and *Yom Yerushalayim*. These occasions are marked in school with appropriate ceremonies and activities. In addition, Israel is the topic for the Year 4 project. To further raise awareness of Israel, there are plans to set up an 'Israel Corner' in the school at the end of the spring term.
- 4. The planning and organisation of the curriculum are very good. There are clearly written lesson plans including short, medium and long term planning. The timetable includes regular opportunities for computer studies and pupils are taught how to use the Davka Hebrew programme. However, no computer studies were observed during the

course of the inspection. The curriculum is presented in a warm and caring manner that recognises and respects the varying levels of observance of the families served by the school.

- 5. There is a broad range of extra-curricular activities and informal education, which greatly enhances the Jewish Studies curriculum. Examples include Israeli dancing, Hebrew calligraphy, Thursday club and an annual residential Shabbaton. There is also a Wednesday breakfast club for Years 5 and 6, where boys study *Talmud* and girls study Jewish History.
- 6. There is evidence of an integrated curriculum and this occurs mainly in art, design and technology and the teaching of the *chagim*. The school recognises the importance of cross-curricular links and some examples were observed during the course of the inspection. For example, the teaching of gematria (numerical value of Hebrew letters and words) enhances pupils' mathematical skills.

4.2 Teaching

- 1. The quality of teaching is very good and is a major strength of the school and impacts very positively on the pupils' standards of achievement. No unsatisfactory lessons were seen. Of the twenty-three lessons observed, 87% were good or better and 22% were excellent. At Foundation Stage, all the lessons seen were excellent. At key Stage 1, all lessons seen were good or better and 20% were excellent. At Key Stage 2, 80% were good or better and 7% were excellent.
- 2. The teachers are very secure in their Jewish knowledge. However, some teachers displayed a weakness in differentiating between the *Kamatz* and *Kamatz Katan* (Hebrew vowels). All teachers are excellent role models to the pupils.
- 3. Lessons are carefully and effectively planned with clearly defined objectives, relevant content and varied methodology. For example, in one lesson, after learning the *dinim* (laws) for checking fruit and vegetables, the class was given the opportunity to check various fruits and vegetables themselves. The teaching of *Chumash* is conducted in ability groups and lessons are planned to meet the needs of the varying abilities of the pupils.
- 4. The lessons are orderly and where necessary, a classroom assistant is present to meet the needs of pupils with learning difficulties or behavioural problems. Consequently, all the pupils are able to work productively.
- 5. Homework is set across the school according to the Jewish Studies homework policy, with Year 1 pupils having 3 4 minutes reading revision. Increased time for homework is given as the pupils proceed up the school to Year 6, where pupils have up to 20 minutes of revision and written homework. The homework reinforces and extends the classroom work.

4.3 Assessment

- 1. The quality of assessment of pupils' achievement in Jewish studies is excellent and is a strength of the school. Procedures for monitoring pupils' progress are comprehensive and maintained to a high standard. These excellent procedures for assessment and monitoring impact very positively on the pupils' progress and achievement.
- 2. There is a clearly written Assessment Policy and the Head of Jewish Studies has implemented excellent assessment procedures that focus on skills acquired. These assessment procedures have level descriptions to provide the basis for making judgements on pupils' attainment and progress. The teachers fully co-operate with the required form filling and testing and therefore the system, although recently implemented, is working well. Teachers have regular meetings with the Head of Jewish Studies and the staff shares information.
- 3. As a result of the assessment procedures, teachers are able to plan their lessons and target help for individual pupils more effectively. A central file of continuous assessment for each child is kept over the whole year to track progress and to monitor concerns in all areas. In the file, are the teacher's running record books of assessments made on reading, writing, general knowledge, *Chumash* and *Parashah*. There is also an assessment form that teachers complete regularly. This form focuses on areas such as textual skills, reading, translation, effort and social behaviour. There are also curriculum based assessment forms and samples of pupils' work. In addition, there are child-friendly self-assessment forms that pupils complete twice a year. This provides a valuable insight into what the pupils find difficult or interesting.
- 4. The Head of Jewish Studies constantly monitors all records to ensure that pupils who need help are identified quickly. These records are also used to promote educational continuity between year groups.
- 5. Summative assessment is prescribed in Key Stage 2. This testing occurs during two assessment weeks each year. Reading assessment is held twice a year in Year 2 upwards, and the grades achieved are written in the end-of-year reports. Separate *chagim* attainment level assessment files are also kept.
- 6. Teachers are diligent in marking pupils' work and always add positive comments. However, few comments observed, give pupils information as to what they must do to improve their work.

4.4. Pupils' spiritual, moral, social and cultural development

1. The school provides very good opportunities for the spiritual, moral, social and cultural development of the pupils. There are written plans for spiritual, moral, social and cultural development. The Jewish Studies teachers plan together to include these aspects of the curriculum in their lessons. The Head of Jewish Studies is pivotal in developing these areas of school life and together with the Jewish Studies teachers, are excellent role models for the pupils. This is a strength of the school. The whole school staff including the administrative staff fully understands and supports the ethos of the school.

- 2. Provision for spiritual development in the school is very good. Collective worship is considered part of the spiritual provision for the school. Pupils are given opportunities to understand the meaning and significance of the prayers and these enhance their spiritual development.
- 3. Provision for moral development is very good. Planning for moral development was observed in lesson plans. For example, one class discussed the issue of 'respect' and in another, the pupils had a discussion on 'giving selflessly'. Many further opportunities, though not planned, are taken to promote moral awareness during lessons and during extra-curricular activities. Each week a theme such as 'Bringing Hashem into our every day lives' is displayed in the classroom for the pupils to focus on.
- 4. Provision for pupils' social and cultural development in the school is good. In the dining hall the pupils eat in a relaxed and dignified manner chatting to each other and the teachers. The teachers follow the behaviour policy and there is a consistent approach across the school.
- 5. The excellent extra-curricular provision for the pupils provides an opportunity for social and cultural development. It is varied and enhances the Jewish Studies curriculum considerably.
- 6. The school collects for Jewish and national charities. Recently, £1,000 was raised for the Neonatal Intensive Care Unit at the Hadassah Hospital, Jerusalem. However, the lack of wall displays of Jewish themes around the school means that the school is missing the opportunity to reinforce the spiritual, moral, social and cultural development of the pupils and therefore to reinforce the school's ethos.

4.5 Equality of Opportunity

- 1. The school's policy on equality of opportunity has a positive impact on the quality of learning and achievement in Jewish Studies. In accordance with the school's policy, all pupils have access to the curriculum. Boys and girls have equal access to, and participation in learning activities and collective worship. No gender differences were noted by the inspectors in attainment and progress. Although the school is run according to the Sephardi tradition, it meets the needs of the significant minority of pupils from Ashkenazi families. For example, boys are taught to read the Torah in either the Sephardi or Ashkenazi tradition.
- 2. The quality of teaching across the Jewish Studies staff is uniformly very good. Scrutiny of the school's timetable shows that all classes in each key stage have equal time allocated to Jewish Studies. Therefore all pupils are receiving equality of opportunity.
- 3. The school identifies pupils who require extra support or more challenging work in Jewish Studies and their needs are met. Consequently, full access to the curriculum and equality of opportunity to learn is provided.

4.6 Support, Guidance and Welfare

- 1. The provision for support, guidance and welfare is very good and significantly enhances the pupils' Jewish education and development. The school provides a safe and secure environment. Commensurate with the orthodox Jewish ethos of the school, pupils have access to effective advice and support from all staff. The school involves the services of outside professional agencies if the need arises.
- 2. The school is conscious of and sensitive to the varying religious backgrounds and levels of observance of the pupils and their families. Pupils are encouraged rather than coerced into observing *mitzvot*. For example, the wearing of *tzitzit* is not obligatory, and boys are praised for wearing them but are not reprimanded if they choose not to do so.

4.7 Provision for Pupils with Special Educational Needs (SEN)

- 1. There is an overall Special Education Needs Policy (SEN) for the whole school and a very clear Jewish Studies differentiation policy. There are no statemented children in the school but there are children with physical, behavioural and learning difficulties, on stages 1 2 of the SEN register. Provision for pupils with special educational needs in the Jewish Studies department is good and matches the aim of the school to meet the needs of every child. Pupils with special needs are therefore able to progress in their Jewish Studies at a suitable rate and to a level commensurate with their own abilities.
- 2. The excellent assessment procedures that have been put in place by the Head of Jewish Studies have resulted in a strong focus on those pupils who need special help. The teachers were seen to be managing these pupils well, both in a mixed ability whole class situation by using a variety of methods detailed in the Jewish Studies Differentiation Policy, and in the ability groups for the teaching of *Chumash*. This means that the teaching arrangements for pupils with special needs are effective.
- 3. There is no Special Educational Needs co-ordinator (Senco) allocated to Jewish Studies. The Jewish Studies department shares the existing secular Individual Education Plans (IEP's). When appropriate, the Head of Jewish Studies may draw up IEP's for pupils who need help in Jewish studies but do not have a secular IEP.
- 4. Identification of pupils who might need special help is initially carried out by the class teacher who then involves the Head of Jewish Studies. Monitoring of files and provision is carried out by the Head of Jewish Studies on a regular and frequent basis and when time allows, by the school's Senco. This ensures effective implementation. Suitable arrangements are in place for consulting and involving parents of pupils with special education needs.
- 5. Teaching resources for pupils with special educational needs are satisfactory. However, they are mostly text based and they should be further developed to include a variety of appropriate resources.
- 6. The Jewish Studies teachers have their own in-service training and also join the secular staff for relevant in-service training in special needs.

4.8 Partnership with Parents and the Jewish Community

- 1. The school has very good links with the parents and the community and these have a positive impact on the pupils' progress and achievement in Jewish Studies.
- 2. The quality of information provided to parents by the school is very good. Letters are sent out regularly and there is a weekly newsletter and *Parashah* sheet. At the beginning of the academic year, parents are informed of the curriculum for the coming year. Parents are aware of their children's progress by means of parent consultation evenings and clearly written and informative end-of-year reports. Attendance at parent consultation evenings is good with approximately 85% of the parent body in attendance. Additionally, parents are welcome to discuss any concerns they may have regarding their children's Jewish Studies at any time.
- 3. Parents, representing over 40% of the parent body completed seventy-seven questionnaires and their responses and comments indicate that the majority are pleased with all aspects of Jewish Studies at the school. For example, 84% agree or strongly agree that their children enjoy Jewish Studies and 80% agree or strongly agree that the life of the school gives their children a good understanding of Jewish values and encourages high standards in Jewish Studies. Whilst 79% agree or strongly agree that they would find it easy to approach the school with any questions or problems about their children's Jewish education, 16% disagree.
- 4. Parents are given opportunities to contribute to the school's Jewish life and they readily come forward to help. The school encourages parents to be involved with their children's learning at home. Examples include the 'Read with Me' scheme whereby pupils select a book of Jewish interest from the school library to read with their parents over the weekend.
- 5. Links with the wider Jewish community are very good and contribute to the Jewish ethos of the school. For example, pupils visit residents at Edinburgh House, the Sephardi home for the aged in Wembley and the residents are invited to the school on special occasions. There are also good links with the synagogue in Lauderdale Rd where boys are encouraged to participate in conducting the Shabbat morning service. The school is also in the process of twinning with a Sephardi school in Paris and this will hopefully lead to exchange visits each summer. Trips to Israel have taken place in the past and subject to security concerns being satisfied, it is hoped that further trips will be planned in the future.

5. MANAGEMENT AND EFFICIENCY OF THE SCHOOL AND THEIR IMPACT ON JEWISH EDUCATION

5.1 Management

- 1. The management of the school in relation to Jewish Studies is very good. The partnership between the Headteacher and Head of Jewish Studies is a strength of the school. The Head of Jewish Studies provides strong and effective leadership and she is highly regarded by the governing body and staff. In addition to her role as Head of Jewish Studies, she is also the deputy Headteacher and has a number of duties to fulfil in that dual capacity. Furthermore, she has had to accept a greater teaching role each day due to the long term indisposition of a full time member of the Jewish Studies staff. It is therefore to her credit that notwithstanding this added pressure, she has ensured that the department has run smoothly and effectively in recent months. However, her excessive workload gives rise to serious concern as it is hard to see how this pace can be sustained in the future. As such, it is an inefficient use of a most valuable resource and this is not in the best long term interest of the school.
- 2. Jewish Studies is seen as an integral part of the school and all teachers work in harmony towards shared goals. Some of the secular teachers lead *Tefillah* sessions and one member of the secular staff has a regular teaching schedule in the Jewish Studies department. There is a clear development plan which includes Jewish Studies and it is evident that the school has a clear vision of how it wishes to develop in its provision of Jewish Studies and is continually striving to improve standards.
- 3. The Head of Jewish Studies systematically and regularly monitors and evaluates Jewish Studies and the Jewish Studies teachers. They in turn feel part of the whole school staff and as such, are inspired to work in a mutually supportive teaching environment.

5.2 Staffing, Resources for Learning, and Accommodation

- 1. At the time of the inspection, there were insufficient teachers in the Jewish Studies department due to the long term indisposition of a full time member of the Jewish Studies staff. There is currently, a good balance between male and female teachers. Some are Seminary graduates and some have secular teaching qualifications. The Jewish Studies teachers are highly dedicated and competent and are a major strength of the school.
- 2. General school based in-service training is organised for all teachers and the Jewish Studies teachers attend when appropriate. They also attend weekly Jewish Studies meetings which may include in-service training. In addition, individual teachers attend appropriate in-service training outside the school and give feedback sessions to their colleagues.
- 3. Formal appraisal of teachers conducted by the Head of Jewish Studies takes place annually. All teachers have contracts and job descriptions.
- 4. The standard of accommodation provided for Jewish Studies is very good. In 1997, the school underwent a major rebuilding programme to improve its facilities. As a

result, the school now has an excellent synagogue, library and computer room. There are many good resources to support Jewish Studies. These include a good range of library books, videos and computer software. Other teaching resources of good quality exist, which have been produced by the Head of Jewish Studies with input from the Jewish Studies staff. She would like to develop these resources further, but her current workload precludes this.

5. There is currently a considerable imbalance of space allocation for wall displays of Jewish themes. In all classes, most of the displays contain themes of secular topics. In particular, there are few examples of pupils' creative work in Jewish Studies. This is an area that should be developed.