

BRODETSKY PRIMARY SCHOOL

INSPECTION REPORT

Local Authority Leeds

Inspected under the auspices of Pikuach

Inspection dates 4-5 March 2019

Lead Inspector Dr Leon Bernstein

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 children 2-11

Gender of children Mixed

Number on roll 313

Appropriate authority The governing body

Chair of Governors Dr Jason Broch

Executive Head Teacher Susy Jagger

Address Brodetsky Primary School, The Henry Cohen Campus, Wentworth Avenue,
Leeds LS17 7TN

Telephone number 0113 293 0578

Email address info@brodetsky.org

School website <https://brodetsky.org>

Inspection team

Lead Inspector Dr Leon Bernstein

Team Inspector Mr Michael Cohen

This inspection was carried out by two inspectors. They visited nine lessons, or parts of lessons, where the focus was on observing Jewish Studies. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including pupils' written work, the Jewish Studies Curriculum, the school's self-evaluation document for *Limmudei Kodesh* and the school's improvement plan. The senior leadership team played an active part in this inspection, including attending meetings with inspectors and observing lessons. School leaders agreed with all of the inspectors' judgements. The school's last *Pikuach* inspection took place on 15th-16th January 2014.

Introduction

The inspectors looked in detail at the following:

- Outcomes for pupils in their Jewish education.
- Quality of teaching, learning and assessment in Jewish education.
- Effectiveness of Leadership, Management, and Governance of Jewish education.
- Effectiveness of the Jewish Studies curriculum based on the school's aims and objectives.
- Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*tefillah*).

Information about the school

- Brodetsky Primary School is an Orthodox Jewish Voluntary Aided school.
- The school serves the Jewish community in the Leeds area.
- Approximately 80% of the pupils are from the Jewish faith, with the remainder belonging to a wide range of other faiths.
- Approximately 12% of pupils have English as an additional language (EAL).
- The majority of pupils live within easy travelling distance of the school.
- The majority of pupils are of white British heritage.
- The proportion of pupils with special educational needs or disabilities (SEND) is below average, approximately 10%.
- Modern Hebrew is taught as part of the *Limmudei Kodesh* curriculum, and is the school's designated modern foreign language.

Inspection judgements

Overall Effectiveness	1
Outcomes for pupils in their Jewish Education	1
Quality of Teaching, Learning and Assessment in Jewish Education	1
Effectiveness of Leadership, Management, and Governance of Jewish Education	1
Effectiveness of the Jewish Studies/Education Curriculum based on the school's aims and objectives	1
Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (tefillah)	1

Overall Effectiveness:

The quality of Jewish Learning provided in Brodetsky Primary School is Outstanding (GRADE 1) because:-

- The leadership team, including governors, have successfully steered the school through all areas of development highlighted in the previous *Pikuach* report, resulting in outstanding judgements in all areas.
- Teachers know the pupils' needs and support these. All pupils, including those who are disabled or who have special educational needs, have excellent educational experiences at school. These ensure that pupils are well equipped for the next stage of their education.
- The school's Jewish Studies curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning and wider personal development, including well-being.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive and highly cohesive learning community. This is evident in both the formal and informal aspects of life at the school.
- Best practice is spread effectively in a drive for continuous improvement.
- The curriculum provision is outstanding. It enables pupils to link Jewish learning to their everyday lives. The teaching of *Ivrit* (Modern Hebrew) contributes to the Jewish life of the school by promoting the use of Hebrew as the language of the Jewish people.
- The school's practice in training the staff and delivering the curriculum to the pupils consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Pupils are encouraged to participate in a full range of extra-curricular activities that enhance the Jewish life of the school, and that serve to extend their own Jewish experience and knowledge. Examples are Israeli dancing (which is also conducted as part of PE), the school choir (which takes part in many performances each year, including an interfaith concert), community projects and events.
- Inspectors agree with the school's vision for *Limmudei Kodesh*: 'Brodetsky Primary School

is a Modern Orthodox Jewish school which aims to offer outstanding educational provision that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community. This is underpinned by its strong Jewish ethos and an innovative educational model'.

The school has the following strengths:

- A dedicated and passionate leadership team, including governors, which constantly strives for excellence in all areas.
- Teaching that is overall outstanding, and never less than good. There is a unified approach where all teachers constantly drive for improvement.
- Outcomes are excellent, not just in terms of data showing progress over time, but also in the levels of pupils' work, their responses in class and their love of Judaism, as a direct result of the school's input.
- An outstanding formal and informal *Limmudei Kodesh* curriculum leaves lasting impressions on the lives of pupils, both Jewish and non-Jewish, taking them to their next stages of education.
- Behaviour, including learning behaviours, is outstanding. Pupils are respectful towards each other and towards adults. They are keen learners and thrive in an atmosphere of challenge.

What does the school need to do to improve further?

- Continue to develop the *Limmudei Kodesh* Department's tracking system so that it will be online, facilitating its use for all users. This will also help monitor progress over time to ensure consistency of outcomes across the Year groups.
- Ensure that all teachers follow the school's marking policy so that there is consistency across all Year groups.

Outcomes for pupils in their Jewish education is Outstanding (GRADE 1) because:-

- Pupils are enthusiastic learners. They display a thirst for learning and actively participate in *Limmudei Kodesh* lessons. Inspectors noted excellent learning behaviours in all lessons. Pupils were keen to answer questions and play an active part in each stage of their learning.
- Pupils acquire knowledge and develop understanding quickly and securely in the range of subjects covered in the Jewish curriculum. This was seen particularly in the way pupils answered inspectors' questions about what had been learnt previously, linked to what was currently being studied. Pupils were confidently able to articulate knowledge and understanding of material appropriate to their age, in line with the school's expectations.
- Pupils, including those in the Early Years Foundation Stage (EYFS), make rapid and sustained progress across the Jewish Studies Curriculum and learn exceptionally well.
- Inspectors heard pupils read Hebrew from Years 2 and 6. In both groups, inspectors were impressed with the tenacity of those who found certain words challenging, and the thought processes of those who made good progress in blending consonants and matching vowels. In some cases, pupils were able to translate into English. A number of pupils were particularly complimentary and grateful to their teachers for having taught them to read Hebrew. One Year 6 pupil, for example, who had only recently joined the school but could now read Hebrew with no prior knowledge of the language, proudly attributed his reading skills to the teachers in the school. Inspectors found reading across the school to be of a good standard.
- Taking account of their starting points, the proportion of pupils making and exceeding expected progress in *Limmudei Kodesh* is high in relation to their potential. For example, tracking data at December 2018 shows that 90% of pupils who entered Year 1 were achieving at, or above, academic levels related to their age in *Ivrit* (Modern Hebrew), 100% were achieving the same in *Parasha* (weekly *Torah* portion) and 100% were achieving the

- same in *Dinim* (Jewish law).
- Data for Key Stage 2 pupils in December 2018 show that the rate of progress was not as high as that seen in Key Stage 1. However, results were still impressive, with 73% of pupils in Year 6 achieving at or above academic levels related to their age in *Ivrit*, 73% were achieving the same in *Parasha* (weekly *Torah* portion) and 73% were achieving the same in *Dinim* (Jewish law). Pupils achieved these levels as a result of rapid and sustained progress over time. The rate of progress was similar for boys and girls overall.
- Tracking for pupils with special educational needs or disabilities shows that pupils make progress over the year, with 67% of pupils making at, or above, the expected levels of progress in *Limmudei Kodesh*.
- Children in the Early Years Foundation Stage make rapid and sustained progress across the Jewish Studies Curriculum and learn exceptionally well.

The quality of teaching, learning and assessment in Jewish education is Outstanding (GRADE 1) because:-

- Much of the teaching in all Key Stages and most subjects of the Jewish Studies Curriculum is outstanding, or at least good. As a result, almost all pupils, including those with special educational needs and disabilities, as well as the more able, are making rapid and sustained progress.
- Teachers in the *Limmudei Kodesh* Department are passionate about their subjects. They are determined that pupils achieve well in their Jewish education.
- The school is part of a diverse cluster of schools which work with Leeds Beckett University to train new teachers. Staff at Brodetsky have successfully trained student teachers, and a number of them have subsequently been employed by the school. This initiative has had a positive impact on teaching and learning as new staff joining the school have been able to settle in quickly and make rapid progress in the *Limmudei Kodesh* Department.
- Since the last *Pikuach* inspection, the school has invested much time in training the staff, in order to improve planning and teaching strategies. This has had a very positive impact on all aspects of teaching, as confirmed by the leadership team, teaching staff and parents. Planning is more streamlined, checked rigorously by the leadership team and now caters for the needs of all pupils.
- The school has developed its systems for monitoring and tracking the progress of all pupils over time. Teachers are currently using paper versions to record progress data, and it is the aim of the Head of *Limmudei Kodesh* to develop an online system. This will facilitate the entire process of recording and tracking for all staff.
- Since the last *Pikuach* inspection, there has been far greater precision of monitoring pupils' work. Regular book scrutiny is undertaken by the Head of *Limmudei Kodesh* and a new marking policy gives clear guidelines to teachers on how to mark and give feedback on pupils' work. The Head of *Limmudei Kodesh* then provides each teacher with feedback on how they have marked work, and the quality of their feedback to the pupils.
- Inspectors noted some inconsistencies in marking, where not all staff followed the policy at each stage in the pupils' learning journey. Leaders are aware of this, and will be addressing this area in their next professional development meeting.
- Lessons are planned to accommodate classes and groups of pupils, including those pupils with special educational needs.
- Behaviour in lessons is mostly outstanding and never less than good. Low-level disruption is managed well.
- There are excellent cross-curricular opportunities for pupils in lessons. For example, in one Year 5 lesson, the inspector noted grammatical jargon being used by both the teacher and pupils, and this applied to Hebrew and English lessons. When the inspector questioned the pupils, they were confidently able to talk about prefixes, suffixes, singular and plural nouns

and verbs in both languages. Pupils found it useful to be able to use jargon that worked in both languages.

- The teaching of *Ivrit* (Modern Hebrew) complements work covered in *Limmudei Kodesh* lessons. This was seen particularly well in one lesson, where a Year 3 *Limmudei Kodesh* lesson on *Dinim* (Jewish law) began with questions in *Ivrit*, with pupils engaging in basic conversation in *Ivrit* with the inspector. There followed a joyous explosion of songs sung in *Ivrit*, followed by the main teaching point, dealing with laws of the *Mezuzah* (a piece of parchment inscribed with specific Hebrew verses from the *Torah*, contained in a decorative case which is fixed to doorposts).
- Teachers challenge pupils to think for themselves. They have high expectations of their pupils, and insist on giving of their best. For example, when teachers ask a question, they will allow pupils to think through the answer and then, in a number of cases seen, will ask others if they agree, and why. This type of questioning allows pupils to evaluate their answers, and adds depth to meaning.
- The *Limmudei Kodesh* and secular curricula in the Early Years Foundation Stage (EYFS) are fully integrated. For example, when the children were learning about clouds, they carried out cloud observations, made cloud collages using cotton wool and looked at their shapes. They then linked this learning to the Hebrew word *anan* (cloud) and learnt about the cloud of *Hashem* that accompanied the Jewish people and rested on the *Mishkan* (the portable sanctuary that the Israelites carried with them in the wilderness). This integration of the EYFS key areas of learning in a *Limmudei Kodesh* context is evidenced through observation, displays, the black book (visual diary) of learning experiences, that has a prime position in the classroom, and pupils' activities. For example, for *Simchat Torah* (festival celebrating the completion of the weekly reading of the *Torah*), all the pupils contributed to making a *Sefer Torah* (scroll of the *Torah*), which is rolled and fastened to the ceiling of the classroom.
- **The effectiveness of Leadership, Management and Governance of Jewish Education is Outstanding (GRADE 1) because:-**
 - Highly effective systems and structures are in place which frequently monitor, track and ensure pupil progress in *Limmudei Kodesh*.
 - Governors play a very active role in the *Limmudei Kodesh* Department, as evidenced by a comprehensive set of governors' minutes which address all aspects of the *Limmudei Kodesh* Department. The Vice-Chair of governors, in charge of governance of the *Limmudei Kodesh* provision in the school, regularly meets the Head of *Limmudei Kodesh*. He visits the school twice a week and together with his team of governors, has an excellent knowledge of *Limmudei Kodesh* provision in the school and overall vision for its aspirations. When asked to comment on how to improve, his response was: "We need to do everything we do well, better." One of his aims is to have "...ever-increasing families buying in to continuing Jewish education."
 - The senior leadership team works as a unit to ensure that *Limmudei Kodesh* has a positive profile in the school, with high aspirations and expectations.
 - The relatively recent appointment of the new Head of *Limmudei Kodesh* has been welcomed by the school community as a very successful choice. He is seen as an inspiration to the department and is admired by pupils, parents and staff. One member of staff noted: 'The Head of *Limmudei Kodesh* is extremely dedicated, passionate, hard-working and committed. He has a great vision and constantly works to improve things. There is a sense of good teamwork between both secular and *Kodesh* staff.'
 - The Head of *Limmudei Kodesh* has an excellent understanding of the strengths and areas for development in all aspects of the school's Jewish education. Self-evaluation is thorough and accurate, and the leadership is actively engaged in improving the quality of the Jewish education offered to pupils. Issues are clearly identified, and action on the areas for development is already well established with regular evaluation ensuring excellent progress.

- The Executive Head Teacher, Deputy Head Teacher and Head of *Limmudei Kodesh* work closely to ensure a positive impact on the overall life, ethos and Jewish education of every pupil. This is most impressive, as they work tirelessly in pursuit of providing an overall outstanding *Limmudei Kodesh* provision for all pupils, including those with special educational needs and disabilities. Equally impressive is the level of mutual respect shown between members of the team. For example, the Head of *Limmudei Kodesh* acknowledges the mentoring and support he has received since he has been in the position, and both the Executive Head Teacher and Deputy Head Teacher acknowledge what they, in turn, have learnt from the Head of *Limmudei Kodesh*.
- The Head Teacher, Deputy Head Teacher and Head of *Limmudei Kodesh* oversee a well-planned cycle of performance management. Details of meetings are discussed, as are target setting and professional development. All staff are observed during the year. They are challenged on present performance, then encouraged to improve on this through jointly agreed targets. There are excellent opportunities for professional development throughout the year, and members of staff receive training in all areas of teaching. Examples include questioning techniques, classroom management and subject knowledge.
- The school's Special Educational Needs and Disabilities Coordinator (SENCO) oversees the SEND procedures throughout the school, ensuring that the *Limmudei Kodesh* provision is in line with the school's code of practice.
- *Limmudei Kodesh* teachers receive the same training as their secular colleagues to enable them to support the SEND pupils in their classes.
- Intervention groups have been set up to support pupils in their Hebrew reading that includes pupil premium pupils. The school intends to measure the impact of the above interventions through data analysis.
- The school's SENCO liaises with all external agencies who come in to the school to help support pupils' learning. These include Speech and Language Therapy, Educational Psychology and Occupational Therapists.

The effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives is Outstanding (GRADE 1) because:-

- The *Limmudei Kodesh* curriculum enhances the Jewish ethos of the school.
- The school's Jewish curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning. This includes outstanding *Tefillah* (prayer) experiences. For example, in a *Tefillah* assembly, all pupils participated by singing along to the prayers, using actions to enhance their understanding of the content.
- The school's *Limmudei Kodesh* curriculum is well organised and realistic, reflecting the amount of time dedicated to *Limmudei Kodesh*. It demonstrates progression for pupils as they develop through the school. As one pupil stated: "The learning is relevant for my life."
- The school's chaplain, Rabbi Kleinman, guides the school in its religious ethos and is an active member of the team, attending assemblies, *Tefillah* and guiding the school's spiritual ethos.
- The curriculum is a live document; it is constantly being evaluated and updated, aimed at meeting the changing and developing needs of the learners.
- The curriculum reflects the school's Jewish ethos and the aspirations of the school community. Together with the numerous informal Jewish learning experiences, the curriculum provides pupils with rich Jewish learning opportunities and experiences, enabling pupils to grow and develop their Jewish skills, knowledge and understanding.
- Since the previous *Pikuach* inspection, the school has formed partnerships with external Jewish organisations such as PaJeS (Partnership for Jewish Schools), which has supported the development of the *Chumash* (Bible) and *Parashah* (weekly *Torah* portion) curriculum areas. The school has started to use the *Mesillot L'Hashem* curriculum which is enhancing the *Tefillah* (prayers) experience throughout the school.

- As the school accurately recognises the importance of Hebrew reading, it remains a priority. It is investing further in the 'Aleph Champ' Hebrew reading scheme, using it as a means of preparing material to meet the needs of individual pupils. This has given the school the flexibility to assign different Hebrew reading schemes to various groups of pupils to cater for their individual needs.
- Where possible, the school integrates aspects of the *Limmudei Kodesh* curriculum with the secular studies curriculum, so that the pupils appreciate the fact that they can live as a Jew in the modern world. In the Early Years Foundation Stage, the *Limmudei Kodesh* and secular curricula are fully integrated.
- Teachers make good use of ICT (Information and Communications Technology) in the classroom to support learning. The next step is for teachers to set ICT related work for the pupils. This will help pupils of the 21st century to engage at an even greater level.
- In addition to the school curriculum, the school invests much effort into educating pupils' parents. This is demonstrated through the many opportunities that parents have to visit the school for events throughout the year. Artefacts, with accompanying instructions, are sent home to empower families to engage with their living Judaism at home. The school's curriculum is indeed having a positive effect on parents. One parent commented: "The work the children are doing in school is having a positive impact at home. A number of parents are now practising more Judaism as a result of their children's learning."
- The school offers a range of extra-curricular activities that form an integral part of the school's curriculum. Examples of these include lunchtime clubs and the recent *Shabbat* UK experience.
- The school's website claims: 'We aim to deliver an outstanding education across both the National Curriculum and our Jewish Studies curriculum in order to create a generation who will be knowledgeable and committed to their faith and values and will become outstanding citizens within the Jewish and wider community.' The inspectors agree that the school meets this aim.

The quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*Tefillah*) is Outstanding (GRADE 1) because:-

- The school fulfils the statutory requirement for collective worship.
- The staff and pupils show great respect for each other and for the ethos of the school.
- In class, pupils are polite and responded to instructions given by the teacher. They move both within in the classroom, and around the school, in a calm and measured manner.
- Behaviour is a strength of the school. Pupils were courteous in conversations, and share a sense of pride in their school. When asked about the impact of the school on their lives pupils' comments included: "I'm not Jewish. It was interesting to come to Brodetsky. The *Limmudei Kodesh* teachers were really good to me and made me feel confident." Another commented: "I love *Limmudei Kodesh* because you learn about being Jewish, history and festivals." Commenting on *Tefillah* (prayers), one pupil said: "Now I can say the prayers and know what they mean."
- Inspectors were very impressed with the enthusiasm of the pupils, and with their insightful comments. The significance of the impact on the lives of the pupils is perhaps best seen with these two pupils: "Learning is relevant for my life" and "The school has helped me to understand how G-d acts and how important He is to the Jewish people."
- The quality of *Tefillah* (prayer) is strong throughout the school, preparing pupils well for involvement in community prayer. For example, at a whole school assembly, behaviour was impressive throughout *Tefillah*. Pupils fully engaged and participated in the communal singing. The assembly included the school song with words that incorporated a strong sense of personal empowerment and care for one another, as well as celebrating many British values. It was recently written by the pupils and sung with enthusiasm, love and dedication.

The assembly, which was a delightful experiential blend of teaching, learning, spirituality and global unity, provided clear guidelines of the knowledge and skills pupils would need as future Jewish citizens of Great Britain.

- There are numerous displays of a Jewish nature, including Jewish festival celebrations, and other displays that encourage a sense of spiritual, moral, social and cultural development. These include British values, multi-culturalism, global citizenship and mental awareness around feelings.
- There is a School Council which discusses a range of issues relating to the school in general, and to *Limmudei Kodesh* in particular. Pupils are divided into Houses whose names are taken from philanthropists within the Leeds Jewish community. House captains are elected by the pupils, and they are tasked with helping to run special events throughout the year.
- Every year, the departing Year 6 class prepares a gift for the school. This is often something creative that they have produced in their final term. It instils a sense of gratitude and appreciation that will, it is hoped, put them in good stead for life beyond Brodetsky.
- The giving of *Tzedakah* (charity) is an integral part of school life. The school supports numerous causes, both Jewish and non-Jewish, including Blueish Jewish, JNF, UJIA, Comic Relief, Children in Need, Royal British Legion, Chai Cancer Care, British Heart Foundation, Leeds and the Jewish Welfare Board, amongst many others.
- The school participates in Mental Health Awareness Week, where students learn a range of topics that support their overall wellbeing.
- Pupils are aware of internet safety, and know about the importance of keeping themselves safe online. They are aware of how to protect themselves, thanks to constant reminders given to them in class and in assemblies, covering a wide range of topics on protective measures which they should follow. The school organised a 'Safer Internet Day', for which pupils in Year 6 created a play to explain how to be safe while using the internet. This, along with other activities, has resulted in pupils being confident to speak of using the internet safely.
- The school has made numerous links with the wider community. This includes the local Jewish community, and links with local schools of other faiths. Last year, the school invited a local Catholic school to their 'mock *Seder*' (Passover ceremony) which proved to be a meaningful educational experience for both schools. The school has recently embraced an initiative, the 'Adopt a Grandparent Project', that reaches out to the elderly members of the community. This has created strong bonds between the pupils and the elderly, as they meet each other and share experiences. One person, a Holocaust survivor, shared personal insights into life during the Second World War. This was inspirational for everyone who participated, and created strong connections between age groups.
- To ensure that pupils and their families, as well as the wider Leeds community, understand and remember the consequences of the Holocaust, the school is embarking on a project they have called 'The Kinder Million' – the creation of a memorial at the school for the 1.5 million children who lost their lives in the Holocaust. The school aims to collect 1.5 million buttons from the local community to create a sculpture, which will be placed near an oak tree in its grounds that was brought from Auschwitz as a sapling. As the school receives the buttons, they will be offering educational workshops to teach and promote community cohesion and tolerance through Holocaust education.

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Brodetsky Primary School to complete a questionnaire about their views of the school. Results showed overwhelming support for the *Limmudei Kodesh* provision in the school. In response to the statement: 'My child makes good progress in Jewish Studies in this school', 94% of parents strongly agreed or agreed, and in response to the statement: 'My child is progressing in Hebrew skills e.g. speaking, reading and writing', 95% of parents strongly agreed or agreed.

The comments below encapsulate their views:

Mr Y is an asset to the school. He has turned the Limmudei Kodesh around. He involves the parents, makes the children enjoy being Jewish and reinforces the importance of leading a Jewish life in a fun way.

The opportunities provided for my child at this school not only give her an excellent understanding of the Jewish religion and culture but also make her enjoy many aspects of the faith, making it accessible at an age-appropriate level. I also feel that whilst there is obviously a strong Jewish ethos, the school promotes tolerance and understand of all faiths. This is refreshing and wonderfully open-minded. She is happy, well-educated and proud to be Jewish.

My daughter has just started this year and absolutely loves being part of the Jewish ethos of the school. She comes home saying brachot and singing Hebrew songs at the age of 2. It's unbelievable! We are so proud that she is part of this fantastic school!

GLOSSARY

WHAT INSPECTION JUDGEMENTS MEAN:

GRADE	JUDGEMENT	DESCRIPTION
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for the needs of all its pupils.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
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.