

# ROSH PINAH PRIMARY SCHOOL

## INSPECTION REPORT

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Local Authority                      Barnet

Inspected under the auspices of Pikuach

Inspection dates                      20th-21st January 2020

Lead Inspector                      Dr Leon Bernstein

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

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Type of school                      Primary

School category                      Voluntary Aided

Age range of children              3-11

Gender of children                  Mixed

Number on roll                      431, including 25 children in the Nursery

Appropriate authority              The governing body

Chair of Governors                  Andrew Rotenberg

Headteacher                          Jill Howson

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## **Inspection team**

**Lead Inspector Dr Leon Bernstein**

**Team Inspector Dr Alan Shaw**

This inspection was carried out by two inspectors. They visited eleven lessons, or parts of lessons, where the focus was on observing Jewish Studies. They held meetings with the governor responsible for Jewish Studies, 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 Jewish Studies 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 24th-25th March 2015.

## **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**

- Rosh Pinah is a modern Orthodox, Zionist school serving the communities in and around Edgware, northwest London and southwest Hertfordshire. It was established in 1956, and accepts the authority of the Chief Rabbi.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above average.
- Pupils come from a range of Jewish family backgrounds in terms of religious knowledge, ethos and practice.
- Nearly all pupils are of White British heritage. Very few pupils speak English as an additional language.
- The Jewish Studies Department is led by two leaders, one overseeing Early Years Foundation Stage (EYFS) and Key Stage 1, the other overseeing Key Stage 2.

## Inspection judgements

Overall Effectiveness	2
Outcomes for pupils in their Jewish Education	2
Quality of Teaching, Learning and Assessment in Jewish Education	2
Effectiveness of Leadership, Management, and Governance of Jewish Education	2
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 Rosh Pinah Primary School is good (GRADE 2) because:-**

- Pupils benefit from teaching that is at least good and some that is outstanding. This promotes positive attitudes to Jewish learning and ensures that pupils' achievement in their Jewish education is at least good.
- Pupils have positive Jewish educational experiences at school which ensure that they are well prepared for the next stage in their education.
- The school takes effective action to enable most pupils to reach their potential in their Jewish education.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development.
- The school's Jewish Studies curriculum enriches the lives of pupils and in a number of cases this has had a positive impact in pupils' homes and families.

### It is not yet outstanding (GRADE 1) because:

- Outcomes across all Key Stages need to be consistently high.
- Given the relatively small number of lessons allocated to Jewish Studies each week, all teachers need to be mindful of pace and maximise teaching time focused on Jewish content.
- In some classes there is a need for more Hebrew reading lessons and an improvement in the following of Hebrew reading, particularly in passages commonly read by pupils, for example those seen in daily *tefillah* (collective worship).

## **The school has the following strengths:**

- A strong leadership team that is constantly striving to improve.
- A comprehensive Jewish Studies curriculum.
- Jewish Studies staff who are passionate about their subject, and desire to imbue the pupils with a love of Judaism.

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

- Leaders, including governors, should provide staff in the Jewish Studies Department with further opportunities to develop new skills to enhance their roles, so that there is a relentless focus on teaching and learning through targeted areas.
- Continue the current high standards of teaching to increase the number of good and outstanding lessons.
- Continue with the current positive focus on Hebrew reading, and strengthen it to ensure more pupils improve their accuracy and fluency.

## **Outcomes for pupils in their Jewish education is good (GRADE 2) because:**

- Pupils understand the value of Jewish Studies, and they mostly learn well. They develop a range of skills, including some of the following: enquiry and interpretation, evaluation and reflection
- There has been a noticeable upward trend in achievement since the last inspection. Although the allocation given to Jewish Studies lessons is somewhat restricted, nevertheless achievement, through relentless efforts of the Heads of Jewish Studies, and in close partnership with all school leaders, has improved to give the school's Jewish Studies provision a positive profile
- Assessment data shows that pupils in Years 1 and 2 make good levels of progress in Hebrew reading. For example, in 2019, 94% of all pupils in Key Stage 1 made expected progress. Data for pupils with special educational needs and/or disabilities shows that 100% of pupils made expected levels of progress in their Jewish Studies.
- Levels of progress in Key Stage 2, although not as high, are nevertheless impressive. For example, 80% of pupils in Years 4 and 5 made expected levels of progress in Hebrew reading.
- However, recently only 56% of pupils in Year 6 made expected levels of progress in their Hebrew reading. This was due to staff changes, leaving the Jewish Studies Department to operate with fewer teachers. Nevertheless, 100% of pupils with special educational needs and/or disabilities in Year 6 still made expected progress.
- Inspectors heard children from Years 2 and 6 read Hebrew. The two Heads of Jewish Studies were accurate in their assessment of pupils' levels in Hebrew reading, and inspectors found that there was a good level overall. Some pupils were still struggling to read known texts, and this issue will be addressed by the Jewish Studies Department.
- Leaders acknowledge that in some classes there is a need for more Hebrew reading lessons to improve levels of reading throughout the Key Stages.
- Since the beginning of the academic year, tracking data shows a gradual increase in pupils' ability to write in Hebrew script, where 38% of Year 4 pupils made expected levels of progress. Progress in higher years was requires attention: 11% of Year 5 pupils and 10% of Year 6 pupils made expected levels of progress. Leaders are keen to build on this, and see further increases in progress over the coming year.
- Assessment data in *Chumash* (Bible) indicates that, as a result of intervention strategies initiated by the Heads of Jewish Studies, an average of 83% of pupils in Years 4-6 made progress last year, with 100% of pupils with special educational needs and/or disabilities reaching their progress targets.

## The quality of teaching, learning and assessment in Jewish education is good (GRADE 2) because:

- Teachers use their well-developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding, to plan well and set challenging tasks. They use effective teaching strategies that, together with appropriately targeted support and intervention, meet most pupils' individual needs so that pupils learn well across the curriculum.
- Teachers skilfully question individuals and groups of pupils during lessons, in order to reshape tasks and explanations to improve learning. Teaching consistently deepens pupils' knowledge and understanding and teaches them a range of skills, including reading, writing and *Chumash* (Bible) skills across the curriculum. Teachers share their love and enthusiasm for Jewish Studies, which motivates pupils and instils in them a desire to learn.
- Teachers assess pupils' progress regularly and discuss assessments with them, so that pupils know how well they have done, and what they need to do to improve. Pupils are engaged in the learning process, and this ensures that lessons flow smoothly. Incidents of disruption are rare.
- Teachers in the Jewish Studies Department are passionate about their subjects. They are determined that pupils achieve well in their Jewish education.
- Technology is used in lessons to enhance the teaching and learning. For example, in one Year 3 lesson, effective use was made of the interactive whiteboard to show the roots of Hebrew words. The teacher then asked pupils to come to the board to show the rest of the class how pictures matched Hebrew words taken from the *Chumash* (Bible). In a Reception class, children were invited to use iPads to draw Hebrew letters, then match them with Hebrew vowels. This not only added to the excitement of the lesson, but also allowed the teacher to make informed assessments on pupils' progress.
- In a Year 5 lesson, the teacher demonstrated to inspectors an exciting lesson using iPads with QR codes (digital codes). Pupils had to locate the QR codes to find answers to questions based on *Chagim* (Jewish festivals). A good memory tool was used to help pupils remember the seven special crops ('species') of Israel: 'wheat, barley, olives, dates, grapes, figs and pomegranates' corresponding to the sentence: 'We Believe One Day George will Fix the Plumbing'.
- Inspectors found the level of teaching overall to be good, with examples of some outstanding lessons, resulting in most pupils, including those with special educational needs and/or disabilities, making at least good progress and achieving well over time. Best examples of teaching were the result of carefully structured and engaging lessons. For example, in the Early Years Foundation Stage (EYFS) setting, the teacher had prepared a wide variety of activities for the children to teach them a new Hebrew letter (*Samech*). Children were excited to choose their own activity to practise writing the letter, ranging from using Play-Doh, letters in a ball pond, plastic pegs and shaving foam
- In a small number of lessons, inspectors found that pace was an issue. This was acknowledged by senior leaders and classroom teachers during feedback. Given the relatively limited number of lessons allocated to Jewish Studies during the week (three per class each week), teachers should be mindful to maximise teaching and learning time
- Teachers systematically and effectively check pupils' understanding during lessons, and anticipate where they may need to intervene. Such interventions have made a notable impact on the quality of learning
- Teaching Assistants (TAs) work effectively alongside teachers and make a positive contribution to the lessons
- Behaviour in lessons is consistently good, and often outstanding. Low level disruption, albeit rare, is managed well
- Pupils' books are marked regularly, and in line with the school's marking policy

## The effectiveness of Leadership, Management and Governance of Jewish Education is good (GRADE 2) because:

- The leadership team works hard to establish the essential systems and structures of the Jewish Studies Department to ensure quality Jewish education, and provides staff with support, encouragement and challenge
- Leaders, in particular the Heads of Jewish Studies, have a clear understanding of pupils' current levels of progress, and are keen to drive improvement in all areas of Jewish Studies.
- The Heads of Jewish Studies are relatively new to their appointments. They have shown initiative and determination to make all areas of Jewish Studies a positive point of focus for pupils. They constantly strive to make Judaism an important and exciting focal point in the lives of all pupils. This is seen in particular by the way in which they have moulded the curriculum to match the needs of all pupils and the desires of parents
- The last *Pikuach* report noted an issue with assessments in Jewish Studies, and leaders were asked to develop accurate assessment data across all subjects in the Jewish Studies curriculum. This has been addressed, and regular assessments are now carried out in the three main areas of the curriculum: reading, writing in script and *Chumash*. Tracking is monitored on the school's tracking system, and as a result there have been significant improvements in pupil outcomes
- As a result of a carefully planned performance management system, including lesson observations and targets for teachers set by leaders, there has been a significant and positive shift in the number of good lessons, with some of them being outstanding, since the last *Pikuach* inspection.
- Review and target-setting meetings for Jewish Studies teachers are scheduled annually. A discussion takes place where targets set during the previous year are reviewed for recommendation for increases in pay.
- There is good evidence to show that the Jewish Studies Department delivers progressively challenging content to pupils across the Key Stages. Pupils are challenged to show how their knowledge has progressed from previous years through questions in class and assessment tests.
- Self-evaluation in Jewish education is mostly accurate, and there are clear and rigorous strategies for addressing areas for improvement already in operation.
- Teaching is monitored regularly over time, and good systems are in place to support Jewish Studies teachers.
- The leadership team actively supports staff professional development to further their knowledge and professional expertise in Jewish Studies. For example, the continued professional development (CPD) needs of Jewish Studies staff are identified in performance management meetings. Pupil progress targets are based on discussions with the Headteacher and class teacher, and these take into account the needs of each child.
- Leaders are keen to promote professional development of Jewish Studies staff who recently returned from a national Jewish education conference. This had a positive impact on staff. For example, one person commented: "The course gave me many ways to use technology to enhance the learning in Jewish Studies, for example using QR codes in my lessons."
- Leaders recognise the need to give staff in the Jewish Studies Department further opportunities to develop new skills to enhance their roles, so that there is a relentless focus on teaching and learning through targeted areas. This has a positive impact on pupils, who benefit from the skills, resources and ideas teachers introduce as a result of their further training.
- The Honorary Principal, Rabbi David Lister, is fully involved and regularly leads assemblies, celebrates *Chagim* (festivals) with the pupils, and teaches in the school. He is part of the Governors' Education Ethos and Welfare Committee, and regularly liaises with both Heads of Jewish Studies about a range of issues connected with the Jewish life of the school. He is

pivotal in establishing relationships with parents and Edgware United Synagogue, of which he is the rabbi.

- The SENCO (Special Educational Needs Co-ordinator) has been in position since September 2017. Her wealth of previous experience has enabled her to enhance the provision of support for those pupils with special educational needs and/or disabilities.
- The Jewish Studies staff are included in whole-school training organised by the SENCO to support pupils with special educational needs and/or disabilities, and this training has enabled staff to provide resources and a variety of teaching techniques for the benefit of all pupils.

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

- The Jewish Studies curriculum enhances the Jewish ethos of the school. It matches the modern Orthodox ethos and reflects the lives of the majority of the pupils.
- The Jewish Studies curriculum is broad and balanced, and provides students with their full entitlement of Jewish knowledge and experience. It is customised to meet the varying needs of individuals and groups.
- Leaders have worked tirelessly to ensure that the Jewish Studies curriculum matches the needs of pupils in the school.
- The school has recently adopted the Jewish Curriculum Partnership (JCP) curriculum for *Chumash* (Bible) and this has had a positive impact on pupils. Pupils are developing a deeper understanding of the *Chumash*, and the lessons it teaches.
- Since the last *Pikuach* report, leaders, particularly the Heads of Jewish Studies, have moulded the Jewish Studies Department's formal and informal curriculum to match the needs of all pupils and the desires of the parent body. The views of parents have been monitored via surveys and parent meetings, and the result has been enormously successful: most pupils and parents speak highly of the Jewish Studies curriculum, which is a progressive programme of learning, ensuring pupils build on previously learnt material as they move up through the school.
- A full and detailed curriculum exists for each Year group, showing progression, and catering for all pupils at different levels of their learning.
- The curriculum provides well-organised, imaginative and effective opportunities for learning.
- A broad range of Jewish experiences is provided for all pupils. Evaluations by pupils and comments by parents show that the many and varied activities provided to enhance Jewish Studies, for example *Shabbatonim* (events or programmes of education held over the Sabbath), competitions and festival celebrations are effective, highly valued and appreciated.
- Assessment data and records of lesson observations show that the curriculum is being covered within the time scales indicated by leaders.
- Excellent cross-curricular opportunities are provided, linking Jewish Studies with other areas in the school's curriculum. For example, in one Year 4 lesson the teacher linked the forthcoming festival of *Tu B'Shvat* (New Year for Trees) to the environment, using a variety of strategies including group work, discussion and thought-provoking statements. This resulted in a skilful comparison between the festival and pupils' own spirituality: 'Just as a tree grows, so too a person should grow spiritually.'
- The school's Jewish Studies curriculum is well organised and realistic, reflecting the amount of time dedicated to Jewish Studies, and matching the school's ethos whilst reflecting the aspirations of the school community. It demonstrates progression for pupils as they develop through the school. Together with the numerous informal Jewish learning experiences, the curriculum provides Rosh Pinah pupils with rich Jewish learning opportunities, enabling them to grow and develop their Jewish skills, knowledge and understanding.

**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 strong Jewish ethos of the school is firmly grounded in a clear understanding of what is right and wrong. This is communicated on a daily basis by all staff throughout the school.
- Pupils show respect towards each other and to adults. They are polite and care about the feelings of others.
- Pupils move around the school calmly, and work with concentration and engagement. They demonstrate self-discipline and maturity.
- The school has a Jewish ethos that pervades all aspects of its work. Many activities are offered throughout the year, encouraging parental involvement with their children. The impact of this is that it brings positive Jewish experiences into their homes. This modern Orthodox Jewish ethos is upheld and communicated daily by the staff, both Jewish Studies teachers and secular staff.
- Children engage in a wide range of activities that contribute and greatly enhance their social, moral, spiritual and cultural Jewish education. These include:
  - *Tefillah* (collective worship). This takes place daily, and Jewish Studies teachers use these sessions to enhance the importance of prayer as well to teach aspects of the Jewish Studies curriculum. For example, teachers will stop at various points during *tefillah* and ask pupils to reflect on how this might have an impact on their personal lives.
  - *Kabbalat Shabbat* (preparing for the Sabbath). Every Friday, each Key Stage has its own musical and spiritual *Kabbalat Shabbat* service with pupils in each Year group participating either with *Divrei Torah* (words of *Torah*), lighting of the candles or making *Kiddush* (service at home to welcome in the Sabbath);
  - *Chagim* (festivals) are celebrated with the whole school. Opportunities to link families with activities in school have led to competitions such as the 2018/19 *Tu Bishvat* (New Year for Trees) fruit art competition, where families sent in pictures of their creations to school. One family commented via email: "Three generations participated in making this. We had so much fun. Our child was so proud of her school's emblem." Another initiative was introduced last year for *Succot* (Tabernacles). Pupils were challenged to create their own '*lulav* (one of the Four Species used during the Jewish holiday of *Succot*) shake' videos. This produced some wonderful efforts which were shown to pupils during a *Kabbalat Shabbat* assembly.
- Inspectors were impressed with the calm manner in which pupils walked around the school, both during lesson changes and breaks, including lunchtime. Pupils observed school rules, such as no running, and chatted with each other quietly at all times.
- Inspectors met parents informally, the majority of whom were very complimentary about the school's Jewish Studies provision. One parent, for example, commented: "I'm very impressed. The teachers are lovely and very enthusiastic. This rubs off onto the children and has made a positive impact at home. My son now wants to make *Kiddush* (service at home to welcome in the Sabbath) by himself on a Friday night." Another said: "It's fantastic! The school includes the parents, for example, with all the festivals. It has had an impact at home as the children are now asking more questions about what they have learnt at school."
- Displays in classrooms and corridors give a Jewish flavour to the school. In one or two classes, inspectors felt that Jewish Studies displays could be updated to reflect the

importance of Jewish Studies and to display more of the pupils' work.

- During their discussion with an inspector, pupils in Key Stage 2 demonstrated a positive connection with Judaism. Pupils indicated that the school had made an impact on their own levels of spirituality as well as encouraging them to think of the wider society. For example, one Key Stage 2 pupil said: "When we *daven* (pray), we are asking *Hashem* to look after us" and: "we learn about different religions and to treat others how we would like to be treated".

## Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Rosh Pinah Primary school to complete a questionnaire about their views of the school. In response to the statement: 'My child enjoys Jewish Studies', 88% of parents strongly agreed or agreed, and in response to the statement: 'The school provides a good range of Jewish extracurricular activities and special events which cater well for my child', 82% of parents strongly agreed or agreed.

The comments below encapsulate their views:

*'I could not be happier with the school and the Jewish Studies Department. My son is engaged, and his teachers instil a sense of excitement that beautifully accompanies the learning and knowledge they provide, making him always want to know more and bring the classroom into our home. Thank you.'*

*'I am extremely happy with how my son is progressing. He is clearly happy to learn his Jewish Studies, evidenced by his ongoing singing of Jewish songs at home. He is also starting to understand about key festivals and important events.'*

*'Jewish Studies is at the heart of this wonderful school. My son loves his lessons. I can't believe he can read Hebrew already. Every day he comes home singing the prayers, covered in stickers from Mrs Mitchell and with various words he's written/stuck/made in Hebrew. He knows the Torah story too each week. We have family at other schools, and they can't believe how well he is doing.'*

*'Rosh Pinah offers so much variety in Jewish Education. The children love going to school and being inspired by what is on offer.'*

*'My child was making good progress with Hebrew reading until this year when things seem to have stagnated. There is no joined up Hebrew curriculum, so quality of learning and progress seems to vary year to year.'*

*'The teaching staff are delightful, and Rabbi Hirsch is approachable. However, I don't feel the school teaches the children key practices such as how to use a siddur (prayer book) on Shabbat, why we Bench (recite grace after meals), why we wash our hands before Hamotzi (washing before bread). Some Jewish acts are carried out in school routinely and simply become a meaningless chore.'*

# GLOSSARY

## WHAT INSPECTION JUDGEMENTS MEAN:

<b>GRADE</b>	<b>JUDGEMENT</b>	<b>DESCRIPTION</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupil's needs.
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.