

CLORE TIKVA JEWISH PRIMARY SCHOOL INSPECTION REPORT

Local Authority: Redbridge

Inspected under the auspices of Pikuach

Inspection dates: Wednesday 17th - Thursday 18th May 2023

This inspection of the school was conducted under section 48 of the Education Act 2005

Type of school: Primary

School category: Voluntary Aided

Age range of children: 3-11

Mixed /Single sex: Mixed

Number on roll: 404

Chair of Governors: Louise Dorling

Headteacher: Margot Buller

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Inspection team

Lead Inspector: Daniel Gastwirth

Team Inspector: Esther Colman

Introduction

Inspectors make judgements on the following three Key Areas:

- The Quality of the Jewish Education
- Jewish Personal and Spiritual Development
- Leadership and Management.

The inspection was conducted over two days by two inspectors. They visited 10 lessons or parts of lessons, in addition to *Tefillah* (collective worship), Assembly and observing *Bircat Hamazon* (Grace after meals). They had numerous discussions with the Senior Leadership team, the Chair of governors, Jewish Studies (JS) Link governor, staff and representative groups of pupils such as the School Council. In addition, inspectors observed *Ivrit* (Modern Hebrew) and integrated (cross-curricular) lessons. They also talked to parents at the start of the day. They looked at displays, scrutinised pupils' workbooks and listened to their Hebrew Reading. The school's provision during the pandemic was discussed with leaders. The inspectors conducted and evaluated surveys among parents, staff and Year 5 and 6 pupils.

Information about the school

- Clore Tikva is a two-form entry, pluralistic Jewish Primary school in Redbridge.
- The current role of 404 pupils come from a diverse range of communities, across the Jewish religious spectrum and from families of other faiths, and none.
- Pupils in receipt of Free School Meals are 11.6% including Pupil Premium.
- The school has a high percentage of EHCs (Education, Health and Care Plan) at 6.9%.
- The school teaches *Ivrit* as a modern foreign language and *Ivrit* teachers are responsible for the pupils' Hebrew Reading and writing as well as speaking and listening.
- Pupils have one dedicated JS lesson and two *Ivrit* lessons per week. They also have integrated lessons that include elements of JS where relevant.
- Following the pandemic, the school had to find replacement *Ivrit* teachers and now have the benefit of a dedicated volunteer to support with *Ivrit* teaching in Key Stage 2 (KS2).

Inspection judgement

Grade

Quality of Jewish Education	1
Jewish Personal and Spiritual Development	1
Leadership and management	2
Overall effectiveness	1

What is it like to attend this Jewish school?

- Pupils have JS lessons once a week which they enjoy and participate in well, deepening their knowledge, understanding and personal development. *Ivrit* lessons take place twice a week and support the Jewish education of the pupils, particularly with the teaching of Hebrew Reading. There are also meaningful and highly effective Integrated (cross curricular) lessons that take place throughout the curriculum where there are links between JS and the secular subjects.
- Pupils benefit from exceptionally high standards of behaviour, as observed in lessons, assemblies, in the playground and as pupils move through the corridors. This makes for a safe and positive atmosphere where pupils are able to focus on their learning and personal and spiritual development. One pupil commented “My teachers look after me and encourage me to learn.”
- Pupils have the opportunity to participate in a wide range of activities outside of formal JS lessons and have participated in projects such as creating a shared tree for *Mitzvah* (Commandment) Day with the local Redbridge Jewish Community Centre, visits from ex-pupils as “*Torah* (Bible) Scholars”, and a highlight for many pupils – the model *Sedarim* (Passover night meal), to which parents are invited.
- Pupils enjoy their break times which are well supervised and are comfortable to talk to a teacher if they have a problem. During an observed break time a Year 2 pupil said, “I like everything about my school, but my favourite thing is *Kabbalat Shabbat* (bringing in the Sabbath) assembly on Friday.”
- Pupils have excellent role models, both in the form of staff who model *Tefillah* (collective worship) and *Bircat Hamazon* (grace after meals), and in the older pupils themselves. They are involved in leading *Tzedakah* (charity) projects, care-home visits and reading with younger pupils. The pupils investigated various charities, such as Redbridge Foodbank and Jewish Blind and Disabled, presented their findings to the rest of the school and gave them the opportunity to vote for their favourite charity.
- Pupils are proud to attend their school and of their Jewish or other religious or historic heritage. Pupils on the School Council commented that “everyone smiles in this school, it is such a nice place to be, everything is organised for us.” Several pupils also commented to inspectors that, whilst not being Jewish themselves, “It does not matter what race or religion you are; you will not be rejected, everyone is included here.” This inclusion encourages them to go home and find out more about their own backgrounds from their parents and enables them to develop more of a love for their own heritage.
- Pupils benefit from a dedicated Headteacher who fully embraces and drives the strong spiritual Jewish ethos of the school.

What does the school do well what does it need to do better?

Quality of Jewish Education

- The school has addressed the areas highlighted in the previous Pikuach report (2017), such as raising the standards of Hebrew Reading, more effective use of technology and

- establishing the Head of JS as a member of the Senior Leadership Team (SLT).
- The school responded effectively to the challenges of the pandemic by providing Jewish Studies and assemblies online. These were very well received by the pupils and parents, resulting in the Head of JS having to repeat some assemblies three times to enable everyone to attend.
- JS lessons at Clore Tikva follow the school's recently re-written curriculum which has been designed according to the three "I"s – Intent, Implementation and Impact. It has been carefully thought through and the school has realistic expectations of what is achievable in one JS lesson per week, and they achieve this. The curriculum has been made easily accessible for all staff members to use. It is planned and sequenced to build on what has been taught before. JS lessons enable pupils to connect with Judaism, or their own faiths and participate in Jewish life.
- The teaching of JS is outstanding. Lessons are delivered by staff who have secure subject knowledge (both in dedicated JS and integrated lessons), and pupils are inspired to engage and deepen their spiritual development. A positive environment was seen in all lessons, where the content closely matched the school's aims and curriculum. Pupils with additional needs and those from different religious backgrounds were included and well catered for, for example by consistent use of visuals such as the programme called 'Widgit', which provides visual clues and reminders of key content and vocabulary.
- Pupils throughout the school expressed to inspectors how they love their Jewish learning and older pupils expressed their intentions to continue their Jewish study into their next schools, regardless of whether or not it was a Jewish school they would be attending. The work produced by pupils is meaningful and of high quality, such as poems about freedom, for Passover, written in the pupils' *Haggadah* (*Seder* meal companion).
- Inspectors observed active and enthusiastic participation in JS lessons and the *Torah* assemblies. For example, in one assembly, pupils had time for silent reflection on the moral message they had learnt and discussed. Pupils have many opportunities to talk through their learning with staff and peers, and both reflect on and develop their understanding through these discussions. In a lesson about *Shavuot* (Pentecost, celebrating the giving of the *Torah*), pupils discussed why God made the Jewish People wait for fifty days to receive the *Torah*. One pupil felt this could help to teach the people the important value of patience.
- Pupils begin learning *Ivrit* in the Early Years. Inspectors observed pupils responding to visual flashcard prompts and participating enthusiastically with singing Hebrew songs. They were able to fill in 'gaps' when the teacher went silent.
- Hebrew Reading is taught through engaging *Ivrit* lessons and contributes well to the Jewish education in the school. Pupils joined in excitedly with songs in their *Ivrit* lesson, with the teacher role playing the actions to help pupils retain their learning. Inspectors listened to several pupils reading and the vast majority were accurate, with some in Year 6 who were also developing fluency. *Ivrit* teachers have assessment records so that they can see how pupils are progressing and give further support to those who need it. These are well organised and inform teachers of next steps. In order to 'build back' from the pandemic, *Ivrit* teachers now split Years 3-5 into three ability groups in order to better tailor the teaching of Hebrew to the pupils' needs. This is now ably supported by a dedicated volunteer.
- Jewish Studies assessments are a mix of formal and creative tasks, such as a reflective activity about *Kashrut* (Jewish dietary laws). The Head of Jewish Studies carefully records which pupils have met expectations and which pupils are below or above. Inspectors noted that the majority of pupils are meeting or exceeding expectations.
- Pupils develop confidence in their Jewish knowledge and ask excellent questions in lessons to develop their understanding further. They are encouraged by skilled teachers to interpret and evaluate their knowledge, and this enables them to articulate their own spiritual insights. In one observed lesson, pupils explained to the inspector that the Ten Commandments were "Not just Jewish laws, but ones that everyone should follow to make the world a better place."

Jewish Personal and Spiritual Development

- Evidence of the pupils' Jewish Personal and Spiritual Development (JP&SD) runs through every aspect of Clore Tikva. The Headteacher describes this as "The very essence of what we're about – like a 'stick of rock', wherever you cut it, you will find the same Jewish ethos running through the school." Pupils share their personal insights into Jewish values in assemblies and lessons.
- Pupils exemplify living and working together, which they do so harmoniously in their diverse school, making sure that everyone feels included. This is a clear example of *Tzelem Elokim* (Awareness of the spiritual in all humankind). One whole school display about being 'connected' contained work from pupils that read "Thank you for being my friend," and "Thank you for making me happy." The JS curriculum has personal and spiritual development running through it and examples were seen in pupils' workbooks, other displays and in lessons. For example, in work about 'Jewish Heroes' pupils had been encouraged to reflect on personal lessons they could learn from Miriam (the sister of Moses).
- *Tefillah* is used as an opportunity to connect with the Divine (*Emunah*), and this is shared both in Hebrew and in English, with all members of the school community included.
- Year 6 pupils have led the school in a *Tzedakah* project where they research and then present information about different charities, such as Great Ormond Street Hospital, to the school in assembly. They then collect money and vote on which charities to send their collections to. Pupils have also participated in visits to care homes where they sing and talk to elderly residents. One pupil told an inspector that, "The elderly are wise, and we have so much to learn from them." The same pupil reported that a resident had said of their visit that it has been "The best day ever!"
- For *Mitzvah* Day, pupils created a *Mitzvah* Day Tree, alongside a similar tree made in the local Jewish Care Home, where all the branches are covered in 'leaves' that contained heartfelt messages from the pupils. The two trees were swapped and each week in assembly a message is read out to the pupils from the Jewish Care residents, whilst the pupils' messages are read out to the elderly people.
- In one integrated lesson, the pupils used their Jewish knowledge of the Ten Commandments and applied it to both their class English book and History topic of 'War'. They followed this up with a meaningful discussion about whether, if everyone had been following the Ten Commandments, it would mean that war, and ultimately the Holocaust, might not have happened.
- All staff act as exemplary role models in *Torah* assemblies, sharing in the awe and respect during *Tefillah* and when discussing the week's *Sedra* (weekly Torah portion). This exemplifies the pupils' *Mora* (Experiencing spiritual awe and wonder at the world around them.) This is then made relevant and relatable to the pupils' own experiences, leaving them with thoughts or a moral idea to take with them for the day. In the assembly observed by the inspectors, the pupils learnt about the *Mishkan* (Tabernacle) being central to the Jewish camp in the desert and how God can be found in every place. This enables pupils to experience *Kedusha* (Experiencing holiness in everyday life.)
- Several Year 6 pupils commented that they intend to continue with Jewish prayer and other rituals when they move to secondary school, even though it may not be a Jewish school. Parents commented to inspectors that they now practise aspects of *Shabbat* (Sabbath) or sing some prayers at home with their children as a direct result of the pupils' enthusiasm when they come home from school.
- Pupils are exceptionally articulate about the spiritual lessons they learn, from assembly, *Tefillah*, JS and integrated lessons. When talking about *Dayeinu* (a song from the Passover meal), a pupil explained that it is about being satisfied with what we have and not always being greedy for more. He gave the example that if God had given him family, but no friends, this would be enough for him, and he'd be grateful for it.

Quality of Leadership and management:

- The Headteacher and Head of JS share the same inclusive and Jewish spiritual vision for the school and work together effectively to drive this forward with the wider school community. This was seen very clearly in one assembly where the Headteacher reinforced the moral story taught by the Head of JS with a complimentary thought for the pupils to carry with them for the day ahead.
- The Head of JS has modelled the school's re-written Jewish curriculum in the style of the secular subjects, to make it easily accessible for other members of staff. This results in pupils receiving integrated lessons that genuinely call on pupils' retrieval skills and then reinforce their knowledge through application in different contexts.
- Pupils and staff benefit from a Festivals book corner, updated regularly by the Head of JS with relevant books and other resources to enable them to prepare for each Festival in advance. She also meets with other staff regularly, to support their own integrated teaching.
- The PSHE (Personal Social and Health Education) Subject Leader works closely with the Head of JS to support and enhance aspects of the curriculum, and in particular, in the running of projects that support pupils' Jewish personal and spiritual development. For example, the school participated in the local Redbridge ceremony for Holocaust Memorial Day and dedicated their *Rosh Hashanah* (Jewish New Year) cards to pupils in Ukraine.
- *Ivrit* staff would benefit from more direct leadership to enable them to raise the skills of the pupils to an even higher level.
- Governors are regular visitors to the school and inspectors saw evidence of follow up notes, commenting on observations and making recommendations in their role as 'critical friend' to the school. Inspectors met with the Chair of governors and the most recent JS governor, and it is clear that they not only share the pluralist Jewish vision of the school, but that they also work to actively support it, for example by helping to run training for the wider staff about the Jewish ethos and participating in assemblies and *Sedarim* (religious meals for Passover).
- Leaders have taken on board parental comments about involvement in Jewish events and, this year, supported by governors, invited parents of all classes to the model *Sedarim* which was very well attended.
- The school has taken on board recommendations from the previous Pikuach report and the Head of JS now takes a greater lead within the wider school, as a member of the SLT.

What does the school need to do to improve?

- Due to changes in staffing, the leadership of the *Ivrit*, which impacts directly on the Jewish education of the pupils, needs to be re-established. The school may want to consider the Headteacher and Head of JS taking on the role, to further enhance the delivery of *Ivrit*, bringing it in line with other subjects in the school.
- The school should identify at what point pupils will be taught written Hebrew script and then use these skills within JS lessons.
- With the quality of integrated lessons already being high, the school should look at which aspects of the KS1 JS curriculum could be revisited in greater depth in KS2.

Statutory requirement for a daily act of collective worship (tefillah)	Met
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Summary of Questionnaires

Pikuach invited parents and carers of pupils at Clore Tikva School to complete a questionnaire about their views of the school. 113 people responded to the survey.

The comments below encapsulate their views:

- She has an amazing teacher and wonderful friends and comes out of school every day talking about the fantastic things she's learnt.
- My child feels safe and secure and could not be happier. My child feels the school is like family.
- Previous teachers created a love of learning Ivrit which has sadly waned in our child's last year.
- When they do celebrate a festival properly like Chanukah, light the candles and learn the songs it is lovely. But unfortunately, not all the festivals are celebrated properly.
- He looks forward to festivals ahead of time and is keen to partake in family gatherings.
- I went to a Jewish school my whole life and I love that when I pick my little one up, they are making me remember my school childhood.
- The way the school teaches Jewish Studies is the golden thread of all learning. Furthermore, they embrace the festivals in such a wonderful and special way including the parents where possible, which is lovely.
- I am extremely impressed with how much my daughter knows of Ivrit already. She says she really enjoys her lessons.
- During the pandemic, all JS lessons were online as well as assemblies, including festivals. My child particularly enjoyed Kabbalat Shabbat assemblies during the pandemic.
- My eldest went to Clore Tikva and I still have a child there now. It's a brilliant school, my eldest had an amazing time and my youngest does too. He goes into school happy and always come out happy. We love the school!

Pikuach invited pupils at Clore Tikva to complete a questionnaire about their views of the school. 101 pupils responded to the survey.

The comments below encapsulate their views:

- The Jewish Studies teacher is really kind and helps me and other people when we struggle.
- Even if you're not Jewish, it still makes you happy to be included in religions because nobody is excluded.
- I feel appreciated by my Jewish Studies teachers, because they take their time to listen to me.
- They let us present the projects that we do and make everyone from different faiths feel welcome.
- I do not believe in God, but I find it interesting to learn about Jewish beliefs.
- In assembly we have a moment of reflection, and it gives me time to communicate with God and how we learn about what He has done for us.
- I'm not Jewish but I am very happy that I am in the Jewish community, around all my friends.

Pikuach invited members of staff at Clore Tikva to complete a questionnaire about their views of the school. 33 members of staff responded to the survey.

The comments below encapsulate their views:

- Lessons are appropriately pitched and are well differentiated to ensure that all children can achieve. This results in positive behaviour in the classroom.
- There are good systems in place for monitoring behaviour. Triggers are identified and children are well supported.
- During all festivals, school leaders are the first to get involved with dressing up, singing and dancing and even coming into classes to join in with special activities the class may be doing.
- We have had a number of training sessions on various Jewish festivals and the Head of Jewish Studies is always available if I have any questions or need support/guidance to do with JS.

GLOSSARY

WHAT INSPECTION JUDGEMENTS MEAN:

GRADE	JUDGEMENT	DESCRIPTION
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its' pupils needs.
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.