

# **BROUGHTON JEWISH CASSEL FOX PRIMARY SCHOOL INSPECTION REPORT**

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Local Authority: Salford

Inspected under the auspices of Pikuach

Inspection dates: 12<sup>th</sup> & 13<sup>th</sup> November 2024

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

Type of school: Primary

School category: Single-Academy Trust

Age range of children: 4-11

Mixed /Single sex: Mixed

Number on roll: 334

Chair of Governors: Mr David Bondt

Headteacher: Rabbi Yehuda Pearlman

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## Inspection team

**Lead Inspector:** Rebbetzen Esther Cohen

**Team Inspector:** Mr Justin Kett

## 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 *Kodesh* (Jewish Studies) lessons across various year groups, covering a range of topics. They observed an assembly, *Benching* (Grace after meals) and *Davening* (prayers) in many classes, and also listened to pupils reading Hebrew. They had discussions with different pupils appointed as wellbeing ambassadors, the school council, Years 2, 4, 5 and 6 pupils and spoke informally with several other pupils, members of staff, parents and stakeholders. Inspectors had numerous discussions with the *Kodesh* SLT (Senior Leadership Team) and other stakeholders including the Chair of Governors, governors, secular SLT, teachers, Teaching Assistants, a trustee and the SENDCO (Special Educational Needs and Disabilities Coordinator). They looked at pupils' work, their books, displays, photos of past celebrations and events, curriculum, assessment policy and outcomes, school documentation and various policies. Inspectors also gathered the views of parents, pupils, and staff through an analysis of questionnaire results.

## Information about the school

- Broughton Jewish Cassel Fox Primary School (Broughton Jewish) is a two-form entry single-academy based in Salford, Manchester, in the heart for the Jewish community. The school serves a wide spectrum of Orthodox Jewish families, attracting children from surrounding areas, as far away as Hale.
- Broughton Jewish Primary School was established in 1949, and in the early 1980s, it amalgamated with Cassel Fox Infants School. Beginning in the 2024-2025 academic year, the school's Nursery has transitioned into being a private institution and, as a result, was not part of this inspection. The school has 334 pupils on roll, of which 15.8% have been identified as having Special Educational Needs and Disabilities (SEND). 5.9% are Pupil Premium (PP) and 0.5% have English as an Additional Language (EAL). The *Kodesh* provision comprises approximately 40% of the school timetable. Whereas girls and boys learn in a mixed class for *Chol* (Secular studies), they separate from Key Stage 2 (KS2) during *Kodesh* lessons which are held in dedicated classrooms.
- Broughton Jewish is an orthodox Jewish school and all *Yomim Tovim* (Jewish festivals) are celebrated and integrated with its secular curriculum. A dedicated Board of Governors is actively involved in school life. Broughton Jewish is known within the community as a warm, friendly, family school. It is now teaching the children and grandchildren of former pupils.

- The school strives to help every child reach their full potential by nurturing their hearts and minds following the dictum of '*Chanoch LeNaar Al Pi Darcho*' - 'educate a child according to his or her way'. Its mission is to provide a balanced education which includes daily *Kodesh* and *Chol* sessions, together with a focus on positive character building leading to personal and spiritual development. It aims to develop pupils' *Kodesh* knowledge, understanding and skills for continued life-long learning as well as their *Middos* (good character traits) by applying the principle of '*Torah im Derech Eretz*' (*Torah* with the way of the land; respect), therefore ensuring one's behaviour is in harmony with *Torah* values as well as the law of the land.

## Inspection judgement

## Grade

<b>The quality of Jewish Education</b>	<b>2</b>
<b>Jewish Personal and Spiritual Development</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## What is it like to attend this Jewish school?

- Broughton Jewish Cassel Fox Primary School demonstrates a clear and compelling vision for its school community. Pupils benefit from a leadership team that has a deep understanding of the needs of the school community they serve. Their unwavering commitment to the school is evident. A recent alumnus's parent shared that the school consistently 'loved and supported' their child through every challenge. They explained that their child knew and felt championed by every adult at the school, considering it a 'second home' and turned to staff for help and guidance whenever needed. This parent added, "This school cares for every child and nurtures them, going beyond what can be expected".
- The school community is made up of families from across the Orthodox Jewish spectrum. From the Early Years Foundation Stage (EYFS) until they leave school, pupils enjoy a non-judgemental learning environment with high-level learning opportunities such as *Pirkei Avos* (Ethics of the Fathers), *Mishneh* (the first major written collection of the Jewish oral traditions which is known as the Oral *Torah*) and *Gemorra* (Talmudic Studies). One Governor said "It is a beautiful part of the school to see the kids experience a sense of community cohesion. This will hold them in good stead in the future. Here, they are mixing in different circles [social/religious groups], which doesn't always follow onto the High Schools". Another added "We teach children to have that respect. We teach the different opinions, and children are taught to respect the range of them."
- Pupils thrive in a balanced educational environment which includes daily *Kodesh* and *Chol* studies, with an emphasis on positive character development, personal growth, and spiritual development.
- Pupils and staff benefit from a school with great emphasis on developing and supporting

their mental health and wellbeing. The school provides high-quality pastoral support and encourages healthy lifestyles. Positive affirmation posters and pupils' reflective work are displayed throughout the school, encouraging pupils and staff to cultivate a positive mindset. These uplifting messages foster self-belief, resilience, and optimism, inspiring individuals to face challenges with confidence and embrace a growth-oriented perspective, which encourages a supportive and motivational school culture.

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

### The Quality of Jewish Education

- The quality of Jewish Education at Broughton Jewish is good with outstanding features.
- The school's *Kodesh* curriculum intent i.e. its curriculum aims and objectives, are strong and provides memorable experiences for all pupils including those with SEND who are supported in their Jewish education by either Teaching Assistants, *Kodesh* teachers who take turns in supporting lessons, interventions and/or the Nurture programme held in a dedicated wellbeing hub. Teachers have an awareness of all pupils in their class. Pupils feel their work is recognised and those interviewed said they feel supported in their learning by their teachers. A pupil said, "I am appreciated by my Jewish teachers: When I try hard they award me or even when I fail". Another pupil added, "They are very good at explaining what the Jewish *Yomin Tovim* are, and they are very kind in lessons and do fun Jewish activities. I love *Kodesh* lessons".
- The lessons visited were mostly good, some with outstanding features. The impressive curriculum is not cohesively and consistently applied in all teaching observed. While in some lessons, pupils were eager to ask questions and participate, in other lessons they were passive learners. Several members of staff are new to the school. Teachers have a secure knowledge of the Jewish lessons they teach. They care and invest in their pupils, helping them to make good progress and to achieve well over time. Marking and feedback are mostly done verbally or through preset stickers, with standardised comments, that are used to mark the books. There is low-level disruptive behaviour in some lessons which sometimes goes unchecked. Not all teachers are yet able to implement the behaviour policy. During an observed lesson, pupils were sometimes chatting during teaching or even when the teacher asked questions to specific pupils. Behaviour was managed with a "shhh". In another lesson, several pupils chatted while a member of staff said the *Brochos* (blessings) for the break-time snacks.
- The Hebrew reading standard is exceptionally high: a key strength and priority of the school. Each lesson begins with 15 minutes of consistent, systematic reading practice. The focus on skills for learning enables pupils to achieve a high level in *Krioh* (Hebrew reading) and *Chumash* (Bible). Pupils develop fluency, accuracy, and confidence in Hebrew reading appropriate to their individual levels and abilities. This is mainly due to the school's strong, systematic framework, which provides a very effective structure for reading development, evidenced across classes.
- In July 2024, 93% of Year 6 pupils left the school as 'Accurate' readers, an increase of 3% from their Year 5 level. Similarly, fluency has shown a 5% increase in that cohort from the end of Year 5 to the end of Year 6. One parent commented "The emphasis in Broughton Jewish is on reading which is good as it means we can really focus on that at home too. I think their *Keria Neima* reading programme is really good."
- There are opportunities for staff to engage pupils' interests, enabling them to reflect and

encouraging them to succeed. During a Year 6 lesson on the *Sedra* (*Torah* portion of the week), a child asked, “How can *Hashem* (God) ask *Avraham* (Abraham) to kill his son?”. The teacher effectively used questioning to encourage pupils to reflect, explore possibilities and gently guide them to the answer. Pupils benefit from the school's strong cross-curricular connections between the National Curriculum and *Kodesh*. For example, Year 4 pupils applied their knowledge of length and measure in Maths to design packaging for doughnuts, ensuring a perfect fit. Similarly, Year 2 pupils designed and created a fruit and vegetable *menorah*, integrating their Design & Technology nutrition topic with *Kodesh* learning.

- Pupils with SEND, social, emotional and mental health (SEMH) and behavioural issues flourish through Broughton Jewish’s exemplary approach to supporting them. The newly appointed *Kodesh* SENDCO, who is completing a National Professional Qualification (NPQ) for SEND teaching, receives mentoring from the school-wide SENDCO. She has prioritised Hebrew Reading to support SEND pupils, enhancing their access to the *Kodesh* curriculum and participation in school life. Various support systems have been introduced, including interventions led by *Kodesh* staff and in-class assistance. The school’s Nurture Hub provides dedicated support for pupils with SEND and SEMH needs, with SEND pupils attending *Kodesh* interventions at least one afternoon per week. Due to these developments, The school is now equipped to successfully integrate pupils with SEND in a mainstream classroom, including part-time placements from local institutions like *Aim Habonim* for children with special needs. Parents are actively involved in meetings about their children’s progress in both *Chol* and *Kodesh* and are offered training opportunities such as IReach workshops for managing anxiety and ADHD (Attention-deficit/hyperactivity disorder). The school has also developed a tailored assessment system to improve data management and reporting for both teachers and parents.
- The school has developed its assessment systems based on academic research, with guidance from Rabbi Blau (creator of the *Kriah Neimah* reading system) and other reading experts, in setting the expectations for Hebrew reading. Teachers use this data effectively to inform their teaching, assessing pupils to measure progress against these standards and adjusting instruction as needed, such as giving a pupil from a less religious background easier tests to avoid discouragement. Teachers ensure most pupils, including those with SEND and additional needs, make good progress. Assessment data shows minimal differences in fluency levels between KS2 students with SEND and their peers, such as Year 4 girls reading at 33.2 words per minute compared to 33.9 when SEND pupils are excluded.

### **What does the school need to do to improve the Quality of Jewish Education?**

- Consistent and cohesive strong delivery of all areas of the *Kodesh* curriculum using high-level employment of pedagogy, delivery and resources across all classes.
- Ensure that there is consistent implementation of the behaviour policy to manage low-level disruption in lessons.
- Nurture children to further develop a curiosity about their learning, demonstrable by observable active involvement in formal and informal Jewish education, and their eagerness to share meaningful insights.

## Jewish Personal and Spiritual Development

- Jewish Personal and Spiritual Development at Broughton Jewish is outstanding. The way the school goes about developing pupils' Jewish character and supporting their wellbeing and emotional growth is exemplary. Pupils are encouraged to reflect on their *Kodesh* learning and experiences and are able to draw out meaningful lessons which they can apply to their lives inside and outside school. This has come across particularly strongly through conversations and analysis of the girls' learning and shared thoughts. One girl in Year 4, when asked why it's important to attend a Jewish school, said "If your parents are Jewish, and you go to a non-Jewish school, it'll be weird watching your parents do all these things and not know why. You should do *Mitzvos* (Commandments) and help out... you won't know that you're not allowed to eat non-kosher food." Another reflected during *Tefillah* (Prayers) to say that "if you *daven* to *Hashem*, he can hear your prayers and do something about it".
- Broughton Jewish has a model programme to promote, reinforce and sustain pupils' wellbeing and personal development. The school understands Jewish spiritual education to be about nurturing pupils to connect to themselves, each other, *Hashem* and His world. Relationships are the heart of Broughton Jewish. Emotional coaching forms the foundation of the school's behaviour policy, helping to foster a culture of respect throughout the school. The school embraces the restorative conversations approach (planned, intentional conversation that helps people resolve conflict and repair harm), complemented by emotional coaching, helping pupils understand the impact of their actions and working together to repair harm. It provided training for all staff and parents on this approach, who work in partnership with the school. Broughton Jewish also adopted principles of Nurture UK, meaningfully connecting them to Jewish values, for example, the school connected "creating a safe and secure environment" with "*Shalom Bayis*" (a peaceful home) and the "*Beis Midrash*" (House of learning), both offering a safe and supportive environment. Inspectors observed pupils creating their personal emotions alphabet, where they discuss emotions in small groups. A pupil said, "This helps me understand how I am feeling". Another pupil explained "All feelings are OK. I learned what to do when I am feeling angry or frustrated".
- Pupils benefit from an active School Council and from a range of wellbeing ambassadors, including the EFS (Emotionally friendly school) ambassadors, Anti-bullying ambassadors, Friendship ambassadors, *Tefillah* (prayer) ambassadors. *Tefillah* ambassadors were seen in action, giving out stickers to pupils who were focusing on their *davening* (prayers).
- The curriculum extends beyond the academic. It provides for pupils' broader development including their spiritual, moral, social and cultural development. We have seen many examples of this during our visit, such as the girls' *siddur* bookmarks and the assembly book representing a diverse mix of PSHE (Personal, Social and Health Education) topics, British Values, links to Jewish values celebrating special occasions and achievements. A Year 5 pupil reflected, following one PSHE lesson that linked with '*Dan l'chof zechus* (judging people favourably)', "I learnt from this lesson that you shouldn't just judge people by what I see because they might have a reason."
- The school fulfils its statutory requirement of collective worship. Prayers take place every morning for all pupils. Year 4 girls have a pink slip in their *Siddur* (prayer book) on which they have written "What I am grateful for" and "What I want to ask *Hashem* for". An example is "[I am grateful] that my body is healthy, and I am able to go to school and live with my family and I have friends and my birthday is soon. [I want to ask *Hashem*] for me to do well in school and me and my family shall live until 120 and *Moshiach* should

come any minute now and you *Hashem* will be with me anywhere I go and I will be healthy and I will never be scared of coming to school". Girls keep these slips to refer to during *davening*.

- The school prepares pupils for life in the Jewish and wider community by developing their understanding of fundamental Jewish and British values. Assemblies are a diverse mix of PSHE topics, British values, links to Jewish values, and celebrating special occasions and achievements. These assemblies are recorded, in summary, by pupils in a special Assembly Book which is then available for review. For example, during Diversity and Interfaith Week, student teachers in the school discussed four religions—Christianity, Islam, Hinduism, and Judaism—highlighting both the similarities and differences between them. The Headteacher discussed the importance of respecting each other to encourage tolerance. Also an example of how assemblies develop fundamental Jewish and British Values in a meaningful and creative way is through *Yom HaShoah* (Holocaust Remembrance Day) and *Yom HaZikaron* (National Remembrance Day in Israel) assemblies provide opportunities for self-reflection either by pupils sharing poetry, listening to a piece of music or during *Tefillos* (prayers) being recited.
- Members of staff, whether Jewish or non-Jewish, are good role models for pupils' personal behaviour and attitudes. There is a palpable sense of respect and care across the school modelled by the staff.

### **What does the school need to do to improve the Jewish Personal & Spiritual Development ?**

- Develop structured, active opportunities that foster pupils' awareness of spirituality, enabling them to reflect and articulate this awareness through personal examples.
- Enable staff, pupils and all stakeholders to actively and effectively articulate the progress and achievements of pupils in their Jewish personal and spiritual development.

### **Quality of Leadership and Management:**

- Leadership and Management at Broughton Jewish is outstanding. It provides a remarkable model of a caring and supportive school community that has wellbeing, authentic *Torah* learning, *Mitzvos* and *Middos* at its core.
- The Headteacher and the Heads of *Kodesh* model excellent practice in academic and spiritual matters and by this have shown a thorough understanding of their school. They are visionaries and work hard together with the Governors, SLT and other stakeholders to translate their vision into action for the benefit of the pupils. They have developed a shared clarity and trajectory of where they want their school to be. The leadership of the school, including governors, articulates and communicates the school's essence, a strong commitment to high standards of work and pupils' Jewish personal and spiritual development and well-being.
- The pastoral lead of school together with her team created an 'open-door' policy for staff, ensuring that all staff receive the help they need. The Headteacher delivered the *Lifnai v'Lifnim* (wellbeing and spiritual) model to provide a structured and enriching opportunity for staff to gain and receive support. One member of staff said "The school recognised and realised the toll that post 7<sup>th</sup> October was taking on all the staff. Staff appreciated the support and felt heard".
- Staff consistently report high levels of support for well-being and investment in their

professional development. The school's leadership ensures that teachers receive focused and highly effective professional development. It is not shy to seek advice and welcome new ideas from staff, pupils and external agencies. One member of staff said that through her years of experience as a teacher, she has never felt more heard or valued.

- The Head and the Heads of *Kodesh* have an excellent understanding of the strengths and areas for development in all aspects of the school's *Kodesh* education. This understanding is the basis on which they developed their School Development Plan and fed into their planning for the *Chidush* project ( a strategic process translating vision to actuality). As a consequence of their passion for the school and its pupils, the SLT is relentlessly seeking to introduce new initiatives or tweaking existing ones to make them better.
- There is a healthy and robust distribution of responsibility amongst the school's senior leadership team, making best use of the strengths of each of its members. One of the Heads of *Kodesh* takes responsibility for assessments and data, another leads the Early Years department, whilst the other member of the team heads curriculum development. At the apex is the Headteacher who leads and inspires the team's efforts.
- At the time of the inspection, the school's website was not available and is currently being redeveloped. Nevertheless, parents commented that the school has maintained effective communication with them via email.

**What does the school need to do to improve the Leadership and Management ?**

- Complete the redevelopment and updating of the school website to ensure it is current, user-friendly and effectively communicates the school's values, achievements and resources to all stakeholders.
- Establish a structured approach to prioritise the introduction of new initiatives balanced with the training of new staff to the Broughton Jewish Way, while managing the workload placed on the school leadership team.

<b>Statutory requirement for a daily act of collective worship (tefillah)</b>	<b>Met</b>
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**Summary of Questionnaires**

**Pikuach invited parents and carers of pupils at Broughton Jewish Cassel Fox Primary School to complete a questionnaire about their views of the school. 84 people responded to the survey.**

**Pikuach invited pupils at Broughton Jewish Cassel Fox Primary School to complete a questionnaire about their views of the school. 64 pupils responded to the survey.**  
**Pikuach invited members of staff at Broughton Jewish Cassel Fox Primary School to complete a questionnaire about their views of the school. 22 members of staff responded to the survey.**



# 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 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.