

# Rosh Pinah Jewish Primary School

## Inspection report

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<b>LEA</b>	Barnet
<b>Inspected under the auspices of</b>	Pikuach
<b>Inspection dates</b>	30 <sup>th</sup> November, 1 <sup>st</sup> December 2009
<b>Reporting inspector</b>	Mrs Fayge Levenberg

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Boys and Girls
<b>Number on roll</b>	472
School (total)	472
<b>Appropriate authority</b>	The Governing body
<b>Chair for Jewish Studies</b>	Mrs Annette Koslover
<b>Headteacher</b>	Mrs Anthea Abery
<b>Date of previous school inspection</b>	26-27 <sup>th</sup> September 2006
<b>School address</b>	Glengall Road Edgware, Middlesex HA8 8TE
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## Introduction

This inspection was carried out by two Pikuach inspectors. They observed eleven lessons, three assemblies, a number of Tefilah (prayer) sessions and held meetings with governors, staff and pupils. They also scrutinised the school's documentation, pupils' written work and parental, staff and pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether the Ivrit and Jewish Studies curricula complement each other suitably so that there is (a) a minimum of unnecessary duplication between the two and their assessment targets and (b) the optimum use is thus made of available teaching time.
- Whether the needs of all pupils are being met in the teaching of Hebrew reading and whether the school is achieving the highest possible standards in this area.
- Whether the quality and delivery of the school's curricula for Spiritual, Moral, Social and Cultural Development, Every Child Matters and welfare issues justify the grade of Outstanding given in the school's self- evaluation.
- Whether the targets at which the new Head of Department was aiming for were realistic in relation to the available allocated teaching time for *Ivrit* and Jewish Studies; whether he had fully appreciated the obstacles hindering the achievement of these targets and whether present action plans adequately show how these targets can be achieved.

## Information about the school

Rosh Pinah is a modern orthodox Zionist school serving the communities in and around Edgware, North-West London and South-West Hertfordshire. The school was established in 1956 and recently celebrated its golden jubilee. The school is on two sites, with the Foundation Stage a short drive from the main school. The school is a two form entry with an average of thirty pupils in each class. Pupils come from a wide range of Jewish family backgrounds in terms of religious knowledge and practice. There is no uniformity of previous knowledge and commitment in any cohort on entry to the school although the admissions criteria contain an ethos requirement of communal involvement and a certificate of religious practice. The school accepts the religious authority of the office of the Chief Rabbi. During the inspection the school was running a science week and as a result the pattern of lessons differed from the usual timetable.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

**Overall effectiveness**

**3**

**Capacity for sustained improvement**

**3**

### Main findings

The overall quality of Jewish education at Rosh Pinah Primary School is satisfactory and in the Early Years Foundation Stage it is outstanding. Some issues from the last Pikuach inspection have been addressed, most notably the appointment of a new Head of Jewish Studies and Ivrit. The school has made a very helpful evaluation of its provision. The Pikuach self-evaluation form is self-reflective and honest. The school evidently knows itself well and, with this new appointment, is ready to move forward positively and implement the improvements suggested in the last and the present Pikuach reports.

However, in order to do this successfully, the Senior Management Team together with the newly appointed governor for Jewish Studies has to consider what realistic aims are. At present 15.85% curriculum contact time in KS1 and 18.45% in KS2 is given to the teaching of Jewish Studies and *Ivrit* (Modern Hebrew). The Jewish Studies programme includes the newly re-introduced *Chumash* curriculum, reading, Jewish General Knowledge, *Parashah* (Portion of the week) and *Chagim* (Festivals). One of the school's aims states that the teaching of Hebrew reading is a key priority and pupils should be able to read fluently and accurately on leaving the school. The inspectors assessed the pupils' reading and few, if any, were able to read accurately. The inspectors' view is that it is difficult, if not impossible, to achieve the present aims of the Jewish Studies and *Ivrit* department within the time frame given.

The Senior Management Team together with the governors has also to give serious consideration to the teaching of *Ivrit*. Is it to be considered a subject on its own and taught as a modern foreign language or is it to be taught as part of the Jewish Studies curriculum? They need to clarify what effect either decision will have on the teaching of Hebrew reading skills. Unless Hebrew reading is taught correctly, with an understanding of the rules of Hebrew pronunciation, pupils will not be able to read from the *Siddur* (*Prayer book*) accurately. The teaching of reading within the *Ivrit* programme does not focus on this at present.

The last Pikuach report recommended that the structure of the timetable should be reviewed. Lessons are now longer than the previous thirty minute slots and this is certainly beneficial and impacts on the progress pupils make.

The previous report also stated that governors should continue to prioritise financial

support for the Jewish Studies department. The new governors are looking seriously at how best to service the department and should also think of setting a budget for the Head of Jewish Studies to manage.

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

- The school needs to re-evaluate its aims in Jewish Studies and *Ivrit* to ensure they are realistic and fully achievable.
- The school should consider as a matter of urgency the place of *Ivrit* within the whole school curriculum
- Governors need to re-consider the time allocated to Jewish Studies and *Ivrit* to ensure the aims agreed upon are feasible.

## Outcomes for individuals and groups of pupils

3
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At the time of the inspection the Head of Jewish Studies had been in his post for just three months. There has therefore been insufficient time to assess the full effect of this appointment. However, he has the full support of the governors and the headteacher.

The newly introduced *Chumash* curriculum is popular with the pupils and teachers. Several parents have expressed their satisfaction with it too. Pupils make satisfactory progress although end of year assessments in reading, Jewish General Knowledge and *Ivrit* show that a significant proportion of pupils do not reach the prescribed levels. At KS1 a group of the less able pupils are supported for Hebrew reading and writing and at KS2 there is reading support too. When teachers and support staff are suitably deployed it has a positive impact on pupils' achievement. There is insufficient continuity between what is taught in Reception and Year 1 especially with Hebrew reading but a meeting has already taken place to address this issue. Year 1 should continue with the Hebrew reading programme started in Reception as early as possible at the beginning of each academic year.

Pupils feel safe and cared for in an environment that is attractive with many colourful displays that the pupils have been involved in creating and are clearly proud of. The pupils say they are happy and enjoy school. They agree that they eat healthily at school and at home too. The responses to the pupils' questionnaires completed by the pupils in Year 5 and Year 6 did not show the same enthusiastic response as the verbal discussions. It may be helpful for teachers to initiate feedback from the older pupils from time to time and to take into account their views. The behaviour of pupils during lessons and around the school is mostly satisfactory and on some occasions good.

There are some cross-curricular links. In one lesson observed pupils were making *Chanukiot* (Candelabra) with clay and were reminded of what they had learnt in science about how and why the clay would harden. When learning about the Ancient Greeks and their beliefs, pupils also learn about the religious clash which led to the

Hasmonean Revolt which is commemorated by our *Chanukah* festival.

There is an early morning club at which the boys eat breakfast and are taught effectively how to *lein* (Reading the portion of the week). Other clubs run by the school such as Israeli dance complement the ethos of the school. A new exciting *Shabbaton* has been planned for next term. The headteacher and governors have been most supportive of the Head of Jewish Studies in this new initiative.

The spiritual, social, moral and cultural development of the pupils is good. There are opportunities for pupils to express their views through the school council and the school has implemented a number of their suggestions. They are also encouraged to take the lead in parts of the Jewish Studies assembly, for example, by saying *Havdalah* (prayer said at the going out of the *Shabbat*), holding the *Havdalah* (twisted) candle and *Besamim* (spices), as well as saying a *Halachah* (Law) about *Tefilah* (Prayer). More pupils could now be encouraged to take an even larger role and take part in leading the actual *Tefilah* too. The school together with the pupils are proud to perform in various dance and choir festivals. Parents enjoy celebrating the *Chagim*, for example the Pesach Seder which is so popular.

The pupils are taught how to cherish their own heritage whilst also learning about other cultures. Most recently pupils were given the opportunity to visit a non-Jewish school and teach the pupils there about *Chanukah* and show them the *Chanukiot* they had made. The visit was then reciprocated.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
<b>How well do pupils achieve and enjoy their learning?</b>	<b>3</b>
<b>To what extent do pupils feel safe?</b>	<b>1</b>
<b>How well do pupils behave?</b>	<b>3</b>
<b>To what extent do pupils adopt healthy lifestyles?</b>	<b>2</b>
<b>To what extent do pupils contribute to the school and wider community?</b>	<b>3</b>
Pupils' attendance <sup>1</sup>	N/A
<b>How well do pupils develop workplace and other skills that will contribute to their future economic well-being?</b>	<b>3</b>
<b>What is the extent of pupils' spiritual, moral, social and cultural development?</b>	<b>2</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The quality of teaching is satisfactory overall. Lessons are well prepared and the teachers are dedicated and committed to the pupils and the ethos of the school. The care, guidance and support given to the pupils are good. When teaching is good it has a direct impact on behaviour, achievement and enjoyment. However, the inspectors saw little evidence of the higher ability pupils being sufficiently challenged. The school employs a number of support staff, who are not specifically for the Jewish Studies department. In some of the lessons observed there were additional staff who did not seem to have a specific role.

Pupils' Hebrew reading was assessed in KS1 and KS2 and the inspectors observed that only a very small minority of the pupils were able to read accurately or fluently. Pupils were unaware of some key rules of pronunciation; for example, they did not know when a *Sheva* (a vowel) needed to be sounded. Should the school wish to focus on improving pupils' Hebrew reading accuracy, further targeted in-service training for some or all teachers and learning assistant staff may be needed.

At KS1 reading is assessed to see if pupils can read one or two syllable words. Across the school Hebrew reading, Jewish General Knowledge and *Ivrit* are assessed against defined levels descriptors, and the newly re-introduced *Chumash* curriculum is assessed according to guidelines too. Assessment has to now become much more focused and ongoing. Pupils should be given individual targets and should understand what they need to do to improve. Their individual progress should be tracked systematically. The school has identified the need to revise the levels in Jewish Studies to ensure they are appropriate. They have also realised that the *Ivrit* levels have to be adjusted, by breaking down the existing levels into finer manageable, measurable levels. Once these adjustments are made, assessment should make a greater impact on monitoring pupils' progress.

In the early Years Foundation Stage, *Ivrit* and Jewish Studies have a most outstanding, positive effect on the education of the children. At KS1, *Ivrit* and Jewish Studies, for the current academic year, are being taught by the same teacher and there is therefore no unnecessary duplication. However, the school need to look at the focus and resources used to teach reading as in Year 1 the *Lamdeni* reading book is used and in Year 2 an *Ivrit* reader and each have a different focus. At KS2 *Ivrit* is taught as a separate subject and the topics focused on in these lessons may reinforce but do not necessarily repeat that taught in the Jewish Studies lesson. At this Key Stage too, there can be some confusion over the aims of teaching Hebrew reading. The school has now to decide whether *Ivrit* should complement the learning in Jewish Studies and it is this interface that the school needs to address urgently.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>

<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

The newly appointed Head of Jewish Studies, who also heads the *Ivrit* department, understands the strengths and the areas that need improvement within the Jewish and *Ivrit* departments. He is enthusiastic and extremely loyal and supportive to the ethos of the school. With the support system that he has through the governors, headteacher, mentor and the School Kodesh Improvement Partnership (SKIP) he has the potential to drive the school forward by raising standards and implementing the improvements needed to ensure that the pupils receive the best possible Jewish education that will bring to fruition the schools' aims.

He has produced a development plan which, though it may be over-ambitious, shows the priorities and the goals he hopes to achieve over time. Together with his department he now has to clearly re-define the areas of priority and produce action plans and clearly defined targets with time scales for achievement. He has worked hard in starting to draw up a realistic curriculum that now has to be discussed with staff, re-adjusted where necessary and then be implemented and evaluated. As part of his drive to improve the quality of teaching and learning he has started monitoring teacher performance and has initiated and extended in-service training sessions for staff.

The school is committed to inclusivity and ensures that all pupils have equality of opportunity. It has worked hard to promote community cohesion and the pupils are involved in a number of initiatives to this effect. Safeguarding procedures are effective and the good links between the school and the parents are mutually appreciated.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in communicating ambition and driving improvement</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



## Early Years Foundation Stage

The quality of provision for the Early Years Foundation Stage is outstanding. The Head of Jewish Studies is the overall curriculum leader for Jewish Studies and *Ivrit* for the whole school but on a day-to-day basis the manager of the Early Years Foundation Stage exercises that responsibility on the Lower School site. The planning for both *Ivrit* and Jewish Studies is incorporated into secular lesson planning so as to ensure links in all six areas of learning. *Ivrit* and Jewish Studies teachers contribute to the focused observations of the children. In addition to this, detailed assessments monitoring the progress of the children in their reading are completed regularly. In Nursery there is a short *Ivrit* session each day and in Reception a short session takes place three times a week. For Hebrew reading the children in Reception are divided into three ability groups enabling them to develop to the best of their ability, with three short lessons a week in addition to a one-to-one support session. Their Jewish Studies curriculum also includes two lessons, on either *Chagim* or *Parashah* each week. The *Ivrit* programme focuses on speaking and listening but should the topic be, for example, on the *Chagim* the Jewish Studies teacher together with the *Ivrit* teacher plan jointly so that their lessons complement each other. The children make outstanding progress in their Hebrew reading and *Ivrit*. The excellent resources used to support their learning contribute to the children's obvious enjoyment. Behaviour is outstanding, children feel safe and secure in this positive, pleasant learning environment. Children are given a choice of activities and this helps them to develop independence and allows them to learn to make choices in addition to learning to share and socialise with others.

The outstanding practice in the teaching of Hebrew reading and *Ivrit* in the Early Years Foundation Stage now needs to be extended throughout the school so that there is full curricular and methodological continuity.

<b>Outcomes for pupil in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>

## Views of parents and carers

Pikuach invited all the registered parents and carers of pupils registered at Rosh Pinah to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their pupil.

The inspection team received 136 completed questionnaires. In total, there are 325 parents and carers registered at the school.

The parents were generally very supportive of the school and several asked for more homework to be set to support the Jewish Studies and for more extra curricular

clubs. They also stressed the importance of their children enjoying *Tefillah* and were pleased that *Chumash* was reinstated.

	<b>Always</b>	<b>Most of the time</b>	<b>Occasionally</b>	<b>Never</b>
<b>Overall, I am happy with my child's experience at this school</b>		<b>x</b>		

## 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. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. Pikuach inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.





