

# Beit Shvidler Primary School

## Inspection report

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<b>Local authority</b>	Barnet
<b>Inspected under the auspices of</b>	Pikuach
<b>Inspection dates</b>	25 - 26 June 2012
<b>Lead inspector</b>	Rev Michael Binstock MBE

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>	Mixed
<b>Number on roll</b>	
School (total)	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Eddy Breuer-Weil
<b>Headteacher</b>	Ms Sara Keen
<b>Date of previous school inspection</b>	N/A
<b>School address</b>	261 Hale Lane
<b>Telephone number</b>	020 8238 2746
<b>Fax number</b>	020 8958 4175
<b>Email address</b>	admin@beitshvidler.org.uk

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## Introduction

Inspection team

Rev Michael Binstock

Lead inspector

Ms Sharon Raphael

Team inspector

This inspection was carried out with two days' notice and took place subsequent to the Section 5 Ofsted inspection. The inspectors visited ten lessons taught by nine teachers covering all year groups in the school. They observed four *davening* sessions and *bensching* (Grace after Meals) recited by Key Stage 2 pupils. They held meetings with the headteacher, head of *Limmudei Kodesh*, governors, staff and pupils and tested a representative group of boys and girls from Years 2 and 5. In addition, they scrutinised the school's documentation and samples of pupils' written work, and analysed 92 questionnaire responses from parents and carers.

## Information about the school

Beit Shvidler Primary School, formerly known as Edgware Jewish Primary School was established in 2006 as an orthodox independent school for boys and girls. It commenced with a Nursery and a Reception class and has developed each year as a one-form entry school from Nursery to Year 5 inclusive. There are currently 177 pupils on roll with 64% more boys than girls. The school achieved voluntary aided status in January 2011 and fourteen months later, moved back to its original address to take occupancy of its new purpose-built premises.

The school is a joint enterprise of the Edgware Adath Yisroel Congregation (EAYC) whose Rabbi is the school's principal, and the Jewish Secondary Schools Movement (JSSM) whose founding father is the illustrious Rabbi Dr Solomon Schonfeld.

The school welcomes applications from families who are committed to orthodox Jewish practice and support the religious ethos of the school. It aims to encourage a strong commitment to orthodox Judaism, Torah values, and the love of Israel. Approximately 40% of the curriculum is devoted to *Limmudei Kodesh*.

Less than 6% of pupils speak English as an additional language (EAL) and support is given to those who are unable to read and write fluently in English.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>The achievement of pupils in their Jewish education</b>	<b>1</b>
<b>The quality of teaching and assessment</b>	<b>2</b>
<b>The extent to which the Jewish Education curriculum meets pupils' needs</b>	<b>1</b>
<b>The extent of pupils' spiritual, moral, social and cultural development including the duty to fulfill the daily act of collective worship</b>	<b>1</b>
<b>The effectiveness of leadership and management of Jewish Education, including through partnerships</b>	<b>2</b>

## Key findings

- The quality of *Limmudei Kodesh* at Beit Shvidler Primary School is good overall with outstanding features. The school is successful in ensuring that all groups of pupils achieve well in their studies and are nurtured in a warm, caring, orthodox Jewish environment.
- The vast majority of parents are extremely supportive of the school. Pupils have very positive views. They love coming to school and enjoy their *Limmudei Kodesh* lessons because teachers make learning fun. All groups of pupils make good progress from their starting points.
- Teaching is good and much is outstanding. Teachers have high expectations and pupils rise to the challenge. Provision in the Early Years Foundation Stage is outstanding. In some lessons, time is not always used effectively and the marking of pupils' written work is inconsistent.
- Pupils' spiritual, moral, social and cultural development is outstanding. They *daven* beautifully and with great *kavonoh* (devotion). Their behaviour is mostly excellent and they are polite, friendly and sociable.
- Leadership and management are good overall with outstanding features. The governing body makes a highly significant contribution to the work and direction of the school. Future planning is based on accurate self-evaluation. Teachers feel well supported but monitoring of teaching needs to be formalised. The outstanding curriculum ensures that pupils develop excellent basic skills in Hebrew reading and writing. In Key Stage 2, pupils gain the necessary skills required for textual study in *Chumash* and *Gemoro*.

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

- Further enhance the quality of teaching to be consistently outstanding across the whole school by ensuring that:
  - i) time is used appropriately and effectively in all lessons
  - ii) pupils' written work is marked consistently and appropriate feedback informs pupils how they can improve their learning
- Establish a pupil *Kodesh* Outcome Monitoring and Tracking System that matches the recently established system for the *chol* (secular) curriculum
- Ensure that all members of the *Limmudei Kodesh* staff are regularly monitored

## Main report

### The achievement of pupils in their Jewish education

Parents' questionnaire responses reveal that the vast majority are extremely satisfied with the provision for *Limmudei Kodesh* at the school and the inspectors agree. This view is reflected in the comment of one parent who wrote, 'My children have a very high level of Jewish knowledge'. Discussions with pupils reveal that they enjoy their lessons and spontaneous comments such as, '*Kodesh* is fun', and 'I really enjoy my *Kodesh* lessons and like my *Kodesh* teachers', were made to inspectors.

The majority of pupils in all groups make excellent progress relative to their starting points and this is sustained as they progress through the school so that by Year 5, they attain an impressive level of knowledge in all areas of the curriculum. During lesson observations, good to outstanding progress was noted and this was particularly evident in the majority of teaching where pupils were kept focused and stimulated, and provided with opportunities to engage in challenging tasks. Excellent procedures are in place to ensure that appropriate and regular support is available where required on a one-to-one basis or in small groups.

When testing representative groups from Key Stages 1 and 2, Year 2 pupils were keen to read and most did so with accuracy and some with fluency. Writing skills in this year group were at an early stage of development but advancing well due to the sound foundation in place as evidenced by the outstanding reading and writing skills demonstrated by pupils in Year 5.

Standards achieved in *Chumash* and weekly *Parshoh* are outstanding. Pupils were able to recall the narratives learned, and some of the episodes such as the story of Moshe striking the rock in anger, provided them with opportunities for their spiritual, moral, social and cultural (SMSC) development. Older pupils were able to translate *Chumash* texts with accuracy and confidence and displayed excellent comprehension and knowledge of grammar including suffixes and prefixes. They confirmed that they greatly enjoyed the *Chumash* curriculum because it was fun to

learn and it helped them in their textual studies. Year 5 boys learn *Gemoro* whilst the girls study *Sefer HaChinuch*. In both lessons observed, pupils' enjoyment was evident and excellent progress was made.

In other areas of the curriculum including general knowledge, the inspectors were impressed by the high standards achieved and the enthusiasm demonstrated by the pupils. For example, Year 2 pupils were eager to display their knowledge of *gematria* (numerical value of Hebrew letters) and were able to give lots of information about various *chagim*. The wide range of knowledge attained by Year 5 pupils in general Jewish knowledge is outstanding and this bodes extremely well for the coming year as they become the school's first Year 6 pupils.

### **The quality of teaching and assessment**

The quality of teaching is good overall and much is outstanding. All teachers are highly dedicated and motivated and they prepare their lessons meticulously.

Provision in the Early Years Foundation Stage is outstanding. Lessons and *davening* are well planned and designed to ensure that children learn about, and gain an understanding and love of Judaism. The teachers work exceptionally well together, supporting the learning of all children. Children *daven* with feeling and spirituality that is commendable at their young age. All members of staff in the Early Years Foundation Stage are keenly aware of those children with DSEN (pupils with disabilities and special educational needs) and appropriate planning is in place to ensure that their individual needs are met. There is specifically targeted provision, for example, for children who are on the autistic spectrum. Outstanding examples of support were seen for children with behavioural and learning difficulties, and staff dealt quietly and calmly with the children thus ensuring that learning was not disrupted.

In Key Stages 1 and 2, outstanding teaching was characterised by the good pace of the lessons. Pupils were kept engaged and their attention and interest sustained as a result of work that was always stimulating and challenging. Other enhancements include good resource material and effective use of time. Where teaching was less than outstanding, time was not always used effectively and occasionally, pupils lost concentration which inevitably led to some minor disturbances including occasional chatter.

Scrutiny of pupils' written work revealed some good examples of teachers' marking, but this is inconsistent as many workbooks contained spelling errors in both Hebrew and English that were left uncorrected. Although many books contained encouraging praise, many lacked information to pupils as to what they need to do to improve their work.

Provision for the teaching of Hebrew reading is very successful. Every pupil reads to a teaching assistant at least twice a week. In addition, there is a priority list of those to be heard more frequently. The school successfully meets its aim to achieve accurate and fluent reading as was evidenced during the testing of groups of pupils from Years 2 and 5.

Assessment procedures are good and teachers are able to identify areas of progress and need for individual pupils. The school recognises that this is an area for further development. There are detailed tracking systems in place for secular data and the intention is to develop a similar system for *Limmudei Kodesh*. Since there are no nationally agreed levels for *Limmudei Kodesh*, the school is developing its own scheme for levelling work and is putting processes in place to ensure correlation across the school.

The school has identified children who have DSEN or are gifted and talented, and ensured that appropriate teaching and resources are available to them, often in a personalised programme. Good planning was seen for children with DSEN and for those of higher ability. Although much differentiation is by outcome rather than task, some excellent examples of task differentiation were seen in the *Chumash* curriculum and plans are in place to provide more differentiated work. The school is fully aware of the pupils' needs and deploys the two *Kodesh* support staff appropriately and effectively. It is noteworthy that there are seventeen pupils with DSEN in Key Stage 2 and even though some were new admissions, the school provides very well for pupils who are admitted mid-year. A new *Limmudei Kodesh* SENCO (special educational needs coordinator) has recently been appointed for September 2012 and she has extensive plans to raise standards and enhance provision still further. These plans include tracking progress, providing additional targeted support and assessing new arrivals of which there are significant numbers.

### **The extent to which the Jewish Education curriculum meets pupils' needs**

The quality of the curriculum is outstanding and has been instrumental in achieving the school's aim to instil in pupils a love of learning, and to prepare them for the next stage in their Jewish education. It is broad and balanced and most appropriately meets the needs of all pupils by taking account of all groups and abilities as they progress from year to year. There is an excellent developmental Hebrew reading programme produced by the school in conjunction with outside agencies. It is designed to run systematically throughout every year group commencing with Reception.

The school is justifiably proud of its beacon *Chumash* curriculum, developed by the JCP (Jewish Curriculum Partnership) and customised by the school to meet its specific needs. As such, it has been at the forefront of innovative curriculum design and has featured in presentations for the professional development of teachers in other schools across the country using the JCP *Chumash* curriculum.

In the Early Years Foundation Stage, the *Kodesh* and *chol* strands of the curriculum are fully integrated and there are creative and exploratory opportunities that encourage independent thought and learning as well as sharing and teamwork. In Key Stages 1 and 2, the teaching of PSHCEE (Personal, Social, Health, Citizenship and Economic Education) is fully integrated and other good models were noted. For example, the school links special events with the *Limmudei Kodesh* curriculum including the marking of the Diamond Jubilee celebrations when pupils learned many of the *dinim* (laws) relating to the monarchy such as the *brochoh* to be recited and the *tefillos* (prayers) we offer for the welfare of the government.

General Jewish knowledge is taught throughout the school and Key Stage 2 pupils study a wide range of topics under the heading of JLP (Jewish Literacy Programme). The topics include *Shabbos*, *Chagim*, *Kashrus*, and Israel. Modern Hebrew (*Ivrit*) is included in the school's *chol* curriculum and was therefore not inspected by Pikuach.

The school provides extra curricular activities including a weekly *leining* club and the BSPS Medallion which is modeled on the Duke of Edinburgh's Award. A further activity planned to commence next term is a family Sunday morning *Shacharis* for parents and pupils.

### **The extent of pupils' spiritual, moral, social and cultural development, including the duty to fulfill the daily act of collective worship**

There is a spiritual atmosphere that pervades all aspects of the *Limmudei Kodesh* lessons and the school's orthodox ethos is clearly tangible. There are many excellent displays of pupils' *Kodesh* work in classrooms and corridors around the building. The school fulfils its statutory requirement of providing a daily act of collective worship and the sincere manner in which pupils *daven* with due *kavonoh* (devotion) is exemplary. *Davening* is taken seriously and they conduct themselves in a respectful manner. Pupils across the key stages are articulate and vocal about their enjoyment of *Limmudei Kodesh* and respect for their teachers who instil in them a love of Judaism.

Pupils understand the difference between right and wrong, and the importance of doing the right thing. This was reinforced during the week of the inspection when the focus for *Limmudei Kodesh* lessons across the key stages was the story of Moshe striking the rock to obtain water. In each class there was discussion at age appropriate levels about anger management and better ways to deal with anger and frustration. Pupils show respect for each other and staff. Their behaviour is mostly excellent and they are polite, friendly and sociable. In the occasional instances of low level distraction, pupils were quickly re-engaged and they are aware of the high standards of behaviour expected of them.

All members of staff are excellent role models and pupils respond positively and emulate the examples shown. An important feature is the *Middoh* of the Week (good character trait) and this may be linked to the weekly *Sedra* or to another stimulus. Service to the family and the local and wider community is encouraged and commended.

Pupils are encouraged to be independent thinkers and learners. They are very able to articulate their knowledge and opinions, and to ask meaningful questions. They are socially aware and were frequently observed being kind to each other. They understand the concept of *tzedakah* (charity) and of caring for others in their own community and the wider world. There is an atmosphere of community and pride in the school that is demonstrated by pupils, staff and governors that is to the credit of everyone.



## **The effectiveness of leadership and management of Jewish Education, including through partnerships**

Beit Shvidler Primary school, under the dynamic leadership of the headteacher and strongly supported by the principal, governors and staff, has developed greatly since opening just under six years ago with a Nursery and Reception class. Since its humble beginnings, it has grown into an impressive orthodox Jewish primary school and will have a full complement of year groups in September 2012.

The past two years have been a particularly unsettling period for the school due to moving into temporary premises until it was possible to return to its original site just a few months ago to take occupancy of its magnificent new building. The orderliness and calmness that pervades the school's daily routine as noted by the inspectors throughout the inspection belies its recent upheaval.

Notwithstanding this, the quality of leadership and management is good with many outstanding features. The headteacher, supported by the head of *Limmudei Kodesh* has built an exceptionally dedicated team of teachers, who are totally committed to raising standards for all pupils. They are highly enthusiastic and present themselves as excellent role models for pupils to emulate. Discussions with teachers confirm that they feel highly valued and supported and feel a sense of *achdus* (unity) in the *Limmudei Kodesh* department. They are encouraged in their continuing professional development and are provided with specific *Kodesh* and whole-school in-service training. Monitoring of their lessons takes place but in some instances, this is conducted informally and irregularly without the benefit of feedback. This area of support should be conducted in a formal manner so that teachers receive regular feedback on the quality of their teaching and how they can improve.

Leaders and managers are meticulous in their self-evaluation and have an accurate understanding of the school's strengths and areas for further development. They have successfully demonstrated their determination, commitment and capacity to ensure continuing improvement. A priority identified for further development is to improve the tracking of pupils' achievement across all *Kodesh* subjects to be accessible on the school server as is now the case in the *chol* department.

The governing body makes a highly significant contribution to the work and direction of the school in providing strategic direction as well as challenge and insight to hold the school to account. The school benefits greatly from governors' professional expertise which is given freely and generously. Discussions with the chair and vice chair reveal that they have a clear grasp of the school's strengths and weaknesses and what needs to be done to take the school to the next level. Among their priorities for further improvement is to create a *Beis Hamedrash* in the school.

## 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	Satisfactory	These features are of reasonable quality. A satisfactory school is 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. Ofsted inspectors will make further visits until it improves.

## **Common terminology used by inspectors**

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.