

Broughton Jewish Cassel Fox Primary School

Inspection report

Local authority	Salford
Inspected under the auspices of	Pikuach
Inspection dates	17 th and 18 th June 2014
Lead inspector	R' Yaakov Heimann

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

Type of school	Primary
School category	Academy
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	419
School (total)	446
Appropriate authority	The Governing Body
Chair	Mr Dov Black
Principal	R' Yehuda Pearlman
Acting Headteacher	Mrs C Caplan
Date of previous school inspection	24 th and 25 th June 2009
School address	Legh Road, Salford, Manchester, M7 4RT
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Introduction

Inspection team

Lead inspector: R' Yaakov Heimann

Team inspector: Mrs Esther Colman

This inspection was carried out by two inspectors over two days. It took place concurrently with the Ofsted (Section5) inspection.

The inspectors visited 29 lessons, observed *tefilla* (prayers) in a number of classes, as well as a *tefilla* assembly in Key Stage 2 and Key Stage 1 *benching* (daily act of worship).

Pupils were assessed and inspectors heard them read.

Inspectors looked at a range of documents including the school's Self-Evaluation Form, development plans, policies and curriculum, as well as pupils' written work.

They met with parents/carers, governors, the special needs co-ordinator and other co-ordinators and analysed 46 questionnaire responses from parents/carers.

Information about the school

Broughton Jewish Cassel Fox Primary School is a two-form entry Voluntary Aided Orthodox Jewish school for boys and girls aged 3-11. The ethos of *Torah Im Derech Eretz* underpins the culture of the school. It is located in Broughton Park, Salford, an area of Manchester which has a high concentration of observant, orthodox Jewish families from which many of its pupils come. A significant number also come from South Manchester.

The school has a maintained nursery, two reception groups and the full range of infant and junior-age classes. In addition to the 419 pupils currently on roll, it also has 27 pupils in the kindergarten. They are below average regarding the number of pupils with SEN and those who have statement of SEN.

A Principal was appointed in January 2013. This is a new post.

Inspection judgements

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

Key findings:

The quality of Jewish education is good because:

- The school has set high expectations for itself and is driving changes within the curriculum to raise standards with an effective Leadership and Management team. Incidentally, the inspectors found the school to be better in Leadership and Management than the school's own self-evaluation.
- Achievements, particularly in Key Stage 1, are good and pupils make good progress.
- Pupils care for and support one another.
- The behaviour of pupils in assembly was impeccable and they were very courteous when walking around the school.
- Pupils have a very positive attitude towards *Limmudei Kodesh*.
- The Leadership is outstanding. The Principal works together with Acting Head Teacher and is ably supported by Key Stage 1 and 2 *Kodesh* Heads. The school knows itself well and what needs improving. It has made some necessary changes and has the capacity to improve further. Examples include the introduction of JCP (Jewish Curriculum Partnership) *Chumash* curriculum and new *Kriyoh* books and methods. The positive impact is evident.
- Systems are in place for observation and feedback. Work scrutiny is carried out on a regular basis.

It is not yet outstanding because:

- Higher ability pupils are not always sufficiently challenged.
- Whilst all pupils' work is marked, many of the teachers' comments, such as 'good' or 'well done', do not inform pupils how they have done well, nor what they need to do in order to improve their work.

What does the school need to do to improve further?

1. To collate and make accessible all curricula, ensuring they are enriched with clear aims, objectives and levels.

2. Provide challenge and higher order thinking for higher achievers.
3. Develop a consistent approach to teaching across the school (including *Chumash*).

Main report

The achievement of pupils in their Jewish education is good because:

- Achievements are good overall. This includes pupils with SEND (special educational needs and disabilities) who make good progress.
- The outcomes of the updated curricula are evident in the achievements of pupils in all classes.
- Selected pupils from Year 2 and Year 6 were heard reading and asked about their school experiences. The fluency of reading was varied, as would be expected from a mixed ability sample of learners. Whilst some were confident readers for their age, some were a bit hesitant. All pupils spoke in praise of *Limmudei Kodesh* (Jewish Studies) and their enjoyment of the subject. They all praised the new JCP *Chumash* curriculum. They were able to answer questions correctly about topics they had learnt, including *Chumash* and *Gemarah*.

The quality of teaching and assessment is good because:

- Most teachers know their pupils well and pitch the lessons at the appropriate level.
- Good relationships between pupils and teachers are evident throughout the school, so pupils are eager to learn.
- In many lessons, pupils were actively engaged and enjoyed their learning. A variety of activities was offered. For example, in the Early Years Foundation Stage, there was notably good integration of secular and non secular activities. An example of this was the children making a fruit salad as part of their *Brochos* project, while at the same time learning the names of fruit, naming the different colours and counting how many pieces they put into the bowl.
- In a number of the lessons observed, pupils were encouraged to be independent learners. Using Learning Journeys, they take ownership of their own learning and are able to self-assess. This allows them to explore their learning with a partner or in small groups. This was observed in *Chumash* and *Mishna* lessons.
- There was effective use of support staff. An example is a support teacher who enabled a SEN pupil to access *Chumash* learning. This pupil was able to read and translate the *Possuk* and the other pupils in the class clapped. Pupils with statements of special educational needs (SEN) are in a special small focused group for *Chumash* and receive support in *Limmudei Kodesh* lessons. Those who are on the SEN register are supported by the teacher who knows the

Kodesh individual targets. The Special Educational Needs Co-ordinator is also available to offer advice and support, which is found by staff to be helpful in enabling them to ensure these pupils make progress.

- Good use was generally made of interactive whiteboards and in a number of lessons it was used as an interactive tool by pupils. For example, in a *Chumash* lesson pupils could highlight prefixes of words from a *Possuk*.
- The learning of *Kriyoh* (Hebrew reading) has improved dramatically through changes to the curriculum. This is evident from the much improved standard of *Kriyoh*.
- Many lessons were built upon prior learning. In one lesson observed, the teacher smoothly adapted the lesson in the middle to suit the pupils' learning.
- The *Kriyoh* and *Chumash* curriculum allows for effective assessment procedures to be in place and there is data and tracking.

Teaching is not yet outstanding because:

- In some lessons there is too much teacher talk and frontal teaching and not sufficient active learning.
- In many lessons more able pupils were not offered more challenging and extension work.
- Although all pupils' work is marked, many of the teachers' comments, such as 'good' or 'well done', do not inform pupils how they have done well nor what they need to do in order to improve their work.
- The marking needs to give pupils clearer points for improvement and also allow for pupils to respond so that they will know how to improve their work. Clearer descriptions of the next steps in learning would offer useful support and give pupils a better understanding of where they are and how to progress.
- Consistent use of assessment and further training for some staff would be beneficial.
- Consistent planning across the school could address a number of these areas.

The extent to which the Jewish Education curriculum meets pupils' needs is good because:

- The school's partnership with the JCP for the development of the *Chumash* curriculum, *Parashah and Tefillah* is working well. The leadership of the school has started the process of implementing the JCP *Chumash and Tefillah* curriculum in the school and is committed to make it a success. Over the past year, a bridging unit for *Chumash* has been produced, as well as a range of resources. Training for staff has been a major priority. The impact of the JCP *Chumash* curriculum has been a big emphasis on embedding skills across the school.
- The pupils like the new curriculum and recognised the benefits of focusing on skills. One pupil told an inspector, "We can now discuss the meaning of *Pesukim*", whilst a Year 6 pupil said, "I'm especially happy as this year we covered five *Rashis* a week, an increase from last year". The school is aware that it needs to add a strand, the understanding and deeper meaning of *Chumash*, alongside their focusing on skills.

- The school is keen to upgrade its *Mishna* curriculum and has bought into a new *Mishna* programme used successfully by other primary schools in England.
- The school has developed an excellent *Kriyoh* curriculum with clear assessment procedures and is in the process of creating a policy. This has raised the level of accuracy in Hebrew reading across year groups, for example from 69% accuracy in Year 3 last year to 83% accuracy in Year 4 this year.
- The school has also developed an outstanding General Knowledge programme with clear levels, so that learning and skills are built up methodically over the years. There are good resources to support the teaching of General Knowledge, including beautifully produced workbooks for the pupils. The school needs to replicate this for other areas of the curriculum.
- The systematic Year 5 *Sedra* curriculum document is a good example of what needs to be developed across all year groups to include schemes of work and clear, age appropriate resources.
- The school is keen to create opportunities for extracurricular activities, for example, a very successful *Shabbaton* for the Year 6 girls and boys, Generation Sinai in conjunction with SEED, as well as visits to old age homes. These activities ensure that pupils take their learning further outside the classroom.
- There are good cross curricular links. Examples include linking *Middos* programme with SEAL (Social, Emotional Aspects of Learning), resulting in a wall display, and in Year 2 *Davening*, where the pupils learnt why we say *Asher Yotzar*, linking it to how our bodies work.

The extent of pupils' spiritual, moral, social and cultural development, including the duty to fulfill the daily act of collective worship is outstanding because:

- *Tefillah* (Prayer) fulfils the statutory requirement for Collective Worship. It is a positive Jewish experience for the pupils as they participate with genuine feeling and meaning. This was particularly evident in the Year 3 and 4 assembly on Monday morning, where the pupils recited *Tehillim* for the three kidnapped *Yeshiva* students.
- Displays around the whole school are linked to Jewish themes and promote Jewish values. For example, there is a meaningful display on the six constant *Mitsvos* as well as one on the *Middoh* of "*Ve'ohavto lereacho komochd*".
- *Middos* (good character traits) are discussed and encouraged in the *Sedra* lessons, where pupils have the opportunity to learn lessons for life from Biblical characters.
- Pupils are made aware of the awe and wonder in the Creation as exemplified by the Reception teacher pointing out the *Gadlus Haberioh* when teaching the *Brochoh Hoetz*.

The effectiveness of leadership and management of Jewish Education, including through partnerships, is outstanding because:

- There is a fully updated Self Evaluation Form in which key priorities are set out.

- The Principal and Acting Head Teacher work together to drive the school forward.
- The Principal is well supported by the Heads of *Kodesh* of Key Stages 1 and 2, who have a joint vision and work together as an effective team, driving up standards through making changes. Areas of change include curriculum and teaching styles.
- The SENCO, who is deployed for both *Kodesh* and *Chol*, is involved in the curriculum changes. She liaises with the *Krioh* coordinator and all assessment data are analysed and acted upon. She has trained the *Kodesh* teachers how to fill in the Individual Education Plans, so that *Kodesh* targets are on the same IEP as *Chol*. The targets are SMART, for example to be able to read a short text accurately incorporating the *Patach Genuvah* rule, and is reviewed three times a year with ongoing tracking. CPD (Continual Professional Development) relating to SEN, for example on differentiation, is for all teachers, both *Kodesh* and *Chol*, to develop teachers' skills in dealing with SEN children.
- Governors have a clear vision for the school and an outstanding knowledge of the working of the school. They are very involved in a supportive manner. There is a *Limmudei Kodesh* governor and there is a curriculum sub-committee. They are very committed to the school and in their knowledge of the *Limmudei Kodesh* department and are unstinting in their support.
- Subject Coordinators are proactive in developing and monitoring their curricula areas.
- Teachers feel supported, appreciated and are motivated. They highly respect the Principal and support his vision for the school. They highlighted that he has transformed the school and brought a *Chiyus* (new life) into the school.
- Standards are raised through lesson observations with feedback and targets. Appraisals are linked to targets, scrutiny of pupils' work, and CPD (Continuous Professional Development).
- The analysis of questionnaire responses from parents and carers, and discussions also indicate that the parents are supportive of the school.

Views of parents and carers:

Pikuach invited all the registered parents and carers of pupils registered at Broughton Jewish Cassel Fox Primary School to complete a questionnaire about their views of the school.

The inspectors received 46 completed questionnaires. In total, there are 239 families registered at the school. An inspector also spoke to parents at the beginning and end of the school day.

Parents are overwhelmingly supportive of the school and the *Limmudei Kodesh*. One said that "Kodesh staff boost the children", and written comments include, "Staff are all warm and encouraging" and "I feel that the Hebrew staff really look after the children and nurture them" and "Rebis & teachers extremely devoted & loving to pupils" and "My daughter has a real thirst inspired by her teachers".

A number of parents commented about their dissatisfaction about the standard and

lack of progress in *Kriyoh*. It is the view of the inspectors that the school has fully addressed this through significant changes to the curriculum and that it will take a while longer until it's fully embedded for parents to see the result of the changes.

Some parents would like there to be more extracurricular visits and special events.

Parents who had suggestions for improvement had positive things to say. "BJPS is a very happy loving school" and "our children feel very happy as a part of the BJPS family."

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	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. Pikuach inspectors may 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.