

# Clore Tikva School

## Inspection report

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<b>Local authority</b>	Redbridge
<b>Inspected under the auspices of</b>	Pikuach
<b>Inspection dates</b>	13–14 November 2012
<b>Lead inspector</b>	Selwyn Ward

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>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Burack
<b>Headteacher</b>	Lenna Rosenberg
<b>Date of previous school inspection</b>	30 June 2010
<b>School address</b>	115 Fullwell Avenue Barkingside Essex IG6 2JN
<b>Telephone number</b>	020 8551 1097
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## Introduction

Inspection team

Selwyn Ward

Lead inspector

Leon Bernstein

Team inspector

This inspection was carried out with one day's notice. The inspectors visited 20 lessons taught by 12 teachers, focusing on Jewish Studies and the teaching of Hebrew (Ivrit) as a modern foreign language. The inspectors visited assemblies and class prayers, listened to pupils read in Hebrew, and spoke with pupils, staff, and the Chair of the Governing Body. Inspectors looked at school planning and policies, school self-evaluation, leaders' monitoring and the online questionnaire responses of parents.

## Information about the school

Clore Tikva is a two-form entry primary school, with a nursery which operates in the mornings and afternoons for children who attend part-time. The school's religious policies are decided by the governing body. These follow the guidance agreed by the Foundation that originally set up the school, drawing principally on Reform, Progressive and Masorti Jewish traditions. At the time of the inspection, the Jewish Studies subject leader was on maternity leave and the subject was being led temporarily by the headteacher, deputy headteacher and another member of the teaching staff. The school is open to pupils from across the religious spectrum whose families have a commitment to the ethos of pluralism and respect for the traditions and practices of others. Most pupils are of White British heritage. Around 10% of the pupils are non-Jewish.

Hebrew is taught as a modern foreign language.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>The achievement of pupils in their Jewish education</b>	<b>2</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>2</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>2</b>
<b>The effectiveness of leadership and management of Jewish Education, including through partnerships</b>	<b>2</b>

## Key findings

- Clore Tikva makes good provision for pupils' Jewish education. As a result, pupils develop a growing understanding of Jewish culture and traditions, and a pride in their heritage. Pupils achieve well in Jewish Studies and make good progress in learning Hebrew, although their oral *Ivrit* is better developed than their reading and writing in Hebrew. The school has recognised the need to extend its computer facilities to enable pupils to word process in Hebrew and has ordered the requisite equipment and software but these are not yet in place.
- The school teaches Jewish Studies by integrating it with other subjects. This helps to make the curriculum exciting, relevant and fun, but it can sometimes mean that pupils are unclear about what they should be learning in the Jewish Studies aspect of the lesson. This is especially the case when teachers set learning objectives and success criteria that only relate to the other subject being taught.
- Provision for pupils' spiritual, moral, social and cultural development is good, with pupils greatly benefiting from the many opportunities for reflection and the impressive partnerships that have been developed with schools in Ghana and Israel. These have helped to raise pupils' horizons of the world beyond the Essex borders. The daily assemblies and class prayers meet the requirements for collective worship and provide an uplifting experience for the pupils, who join in with enthusiasm in singing the *Shema* and other prayers.
- The teaching is good. Teachers have high expectations of what their pupils can do. They plan varied activities that keep the pupils interested and engaged. As

a result, pupils' behaviour is consistently good. Pupils respond in lessons with enthusiasm because they are keen to learn and do well. Good use is made of support staff in Jewish Studies lessons but teaching assistants are not always as well deployed in *Ivrit* lessons. Opportunities are missed for them, for example, to make notes for the teacher on how well each pupil is joining in and making progress. Because, in the absence of the subject leader, Jewish Studies is mainly taught by staff who are not subject specialists, there are currently occasions when a teacher does not have the depth of subject knowledge to answer all the questions that pupils pose. Pupils say they would like the school to offer them opportunities to learn in more depth about Jewish culture and the diverse range of Jewish traditions.

- Clore Tikva is a well-run school where pupils achieve well and where they feel happy and secure in what they and their parents describe as a 'family atmosphere'. Parents are very supportive of the school and of their children's Jewish education, and they are kept fully informed through regular newsletters and a website that is informative and up to date. Leaders and staff know the pupils well, but the systems for assessing progress and attainment in Jewish Studies are too informal. Although leaders are anxious to avoid a disproportionate focus on 'levels' akin to those used for English and mathematics, they acknowledge that more objective measures of success would ensure that both staff and the pupils themselves have a clear understanding of what pupils have learnt and what they need to do next to move their learning on.

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

- Raise pupils' attainment in reading and writing Hebrew (*Ivrit*) by:
  - ensuring that full use is made of support staff in *Ivrit* lessons, including to record for the teacher, notes on each pupil's contributions
  - implementing plans to update computer facilities so that they allow staff and pupils to word process in Hebrew.
- Accelerate pupils' learning and progress in Jewish Studies to outstanding by:
  - ensuring that the objectives set out at the start of lessons are always sharply focused on what pupils are expected to learn, and that there are clear Jewish Studies learning objectives and success criteria in lessons in other subjects which have a key Jewish Studies element
  - developing more formal assessment arrangements that give staff and pupils a clear and objective picture of what each pupil has learnt and what they need to do next to move their learning on
  - give pupils more opportunities to deepen their knowledge and understanding of Jewish culture and heritage.

## Main report

### The achievement of pupils in their Jewish education

Because children join this school from a diverse range of Jewish and some non-Jewish backgrounds, many have less knowledge and experience of Hebrew and of the Jewish Studies curriculum than in most other Jewish schools. Pupils are eager to learn. Pupils of all abilities, including the many able pupils and those with special educational needs, make good progress. By the end of Year 6, they have built a bank of knowledge of Jewish life, history, tradition and belief. The school's aims set out *inter alia* to engender in pupils 'a love of their religious and historical heritage'. This they achieve with very notable success. Pupils know about Jewish festivals and customs and they take great pride in their Jewish heritage. Assessment of how well they do is currently quite informal, however. As pupils finish a topic, they write responses in a 'reflection book' but there are few objective measures of what they know.

Progress in *Ivrit* is good. Pupils begin to develop their Hebrew vocabulary from the start of their time in the Nursery. Although pupils are taught to read and write in Hebrew, these skills are not as strong as their spoken language skills. When pupils write prayers, they often do so in transliterated Hebrew rather than in Hebrew letters. In part, this is because of limitations in the school's word processing facilities. Leaders have recognised this and have placed orders for computer and software upgrades that will enable pupils and staff to word process in Hebrew letters.

### The quality of teaching and assessment

Teachers get on well with their pupils and this contributes to pupils' positive attitudes to learning. Pupils are motivated to listen, volunteer answers and try their best because they like their teachers and want to please them. Sometimes, it is not just the teacher that they want to please. Nursery children excitedly practised introducing themselves in *Ivrit* because they were prompted by a Mickey Mouse glove puppet that claimed only to speak Hebrew.

Lessons are well planned to take account of pupils' different capabilities and learning needs, although there is sometimes scope in lessons for further stretching the most able. Teachers vary activities, interspersing pair and group discussion with, for example, written work. Because they make learning interesting and fun, even the youngest children maintain concentration for quite long sessions without getting restless. Just occasionally, the attention of some pupils drifts, but even where there is some quiet inattention, pupils are never disruptive.

There are examples of high-quality marking of work in pupils' English literacy books but this is not a consistent feature of marking throughout the school, including in the pupils' Jewish Studies and Creative Curriculum books. This results in more punctuation and spelling errors in some of the Jewish Studies written work than in pupils' written work in English.

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

The school teaches Jewish Studies by integrating it with other subjects, so that, for example, literacy lessons may draw on a text with a Jewish theme. This means that Jewish Studies permeates the entire curriculum, and this contributes to the keen interest that pupils show in all aspects of Jewish history and everyday life. Many pupils say they would like to take their learning further and find out more about Jewish culture and, for example, the rules governing Kosher food. A limiting factor here is that, at present, the subject is mainly taught by non-specialists who do not all have the expertise to go more deeply into the topics under discussion. Although visiting Rabbanim are an invaluable reservoir of further knowledge, pupils would like to see more clubs or other extra-curricular opportunities that allow them to explore in more depth their understanding of Judaism.

The Jewish Studies curriculum ensures that pupils learn to appreciate Jewish history and customs. It teaches pupils about the uniting tenets of belief without giving weight to one tradition over another. In this, it mirrors the diverse beliefs and backgrounds of the families represented at the school. Much emphasis is given to celebrating *mitzvot* (good deeds) and *tsedakah* (acts of charity), with pupils enthusiastically involved in raising funds for a wide range of Jewish and secular charities.

*Ivrit* is taught by language specialists. Children are introduced to the language from the start of their time in the Nursery. They enjoy the lessons because teachers throughout the school are adept at making language learning fun. Pupils do not have as many opportunities for reading and writing Hebrew as they do for learning spoken *Ivrit*. This means that even some of those who develop a good conversational vocabulary are less confident reading block Hebrew or script.

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

The school meets legal requirements for collective worship through key stage and class assemblies. The majority of pupils take part with enthusiasm, singing and reciting Hebrew prayers and *brachot* (blessings). Many tend to chant these from memory, however, rather than reading from the *siddur* (Hebrew prayer book). In class, for example at the start of the afternoon, pupils take the lead in chanting grace after meals, and all eagerly join in.

Pupils' good spiritual development is very evident in the very strong opportunities provided for pupils to reflect and empathise with others. This was seen during the inspection when Year 4 pupils acted in role as Maccabees, venting their rage at the edict of Antiochus demanding that Jews in the Seleucid Empire abandon their worship of G\_d. It is evident, too, in pupils' written work throughout the school and in the way pupils identify with others, including those attending the Zagyuri Anglican School in Ghana and the Kerner School in Israel. Pupils' social and moral development shines through in the very good relationships throughout the school

and in their good behaviour. In many lessons, behaviour is exemplary. Pupils enjoy learning about other cultures and beliefs, as well as their own. Much of the artwork around the school is of high quality, with an array of especially impressive portraits of the Queen produced as part of the school's celebration of the Diamond Jubilee earlier this year. Other artwork includes paintings inspired by celebrated Jewish artists, including Marc Chagall.

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

This school is successful because it is well led and managed. The headteacher and deputy headteacher have built a staff team with a mutually shared vision and commitment. This gives staff the confidence, for example, to incorporate Jewish Studies in their teaching of other subjects. Staff work well together, so that all are, metaphorically, singing from the same *siddur*.

Strong partnerships have been developed with other local schools, both Jewish and non-Jewish. The partnerships with the schools in Ghana and Israel are especially impressive. They are much more extensive and embedded than many of the international links seen in other British schools. Clore Tikva pupils and those at the Zagyuri Anglican School have completed similar work so that they have been able to readily share and experience both the similarities and differences between the United Kingdom and Ghana. Staff have visited the Ghanaian school and staff from Zagyuri are due to visit Clore Tikva. With Kerner School, where the 'Living Bridge' partnership has already been in place for several years, visits now involve pupils and parents, as well as regular computer and videophone links.



## 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	These features are of adequate quality but are not yet good.
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.

## **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.
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.