

MOSAIC JEWISH PRIMARY SCHOOL

INSPECTION REPORT

Local Authority Wandsworth
Inspected under the auspices of Pikuach
Inspection dates 12 November 2015
Lead Inspector Mrs Esther Colman

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

Type of school Primary
School category Academy Free School
Age range of Children 4 - 7
Gender of Children Mixed
Number on roll 79
Appropriate authority The Governing Body
Chairs Shirley Lee
Headteacher Kate Baum
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Introduction

Inspection team

Lead Inspector - Esther Colman
Shadow Inspector – Anne Coren

This is the school's first Pikuach inspection. Ofsted rated the school "Outstanding" in July 2015.

This inspection was carried out in a single day by one inspector. The inspector visited Reception, Year 1 and Year 2 to observe lessons and parts of lessons, including *tefillah* (prayer). She held meetings with governors, staff and groups of children. The inspector observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the Jewish Learning Curriculum and the school's self-evaluation document.

The inspector looked in detail at the following:

- The Jewish Education Curriculum
- The progress pupils make in their Jewish education
- The quality of teaching and assessment in Jewish education
- Spiritual, moral, social and cultural development, including collective worship
- Leadership and management of Jewish education

Information about the school

- Mosaic Jewish Primary School is a two form entry, inclusive, Jewish Free School situated in the London Borough of Wandsworth.
- The school opened with one Reception class in September 2013 on its temporary site in Wimbledon. In September 2015, the school moved to its present location two miles away in Roehampton. There are now two forms of entry at Reception level.
- The current intake is from both the nearby areas of Roehampton and Putney as well as Wimbledon and Southfields. Some of the Jewish families joining this year are coming from as far as Chiswick and Wandsworth Common.
- The vision of the school is to create an inclusive, Jewish faith school for today's world comprising 50% children who meet the Jewish faith criteria and 50% of other faiths or of no faith.
- The school's three core values are: Inspire, Respect and Excel. These values are underpinned by six Jewish and universal values. Pupils are inspired by the ethical and moral values of the Jewish tradition and are encouraged to develop positive relationships with all faiths and the wider community.
- 36% of pupils are identified as having special educational needs (SEN).
- 46% of pupils speak English as an additional language (EAL) (above average).
- Over 91% of pupils are the eldest child or only child in the family.

Inspection judgements

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

Overall Effectiveness:

The quality of Jewish Learning provided in MOSAIC is **OUTSTANDING** because:-

- The school has made an impressive start in realising the vision and values established by the original proposer group. The governors' and head teacher's vision for the school is driving it forward to ensure that all the children are given an excellent start to their Jewish learning.
- The headteacher together with the Leadership Team is driving forward a culture of high expectations for all pupils. Their passion and enthusiasm for imparting Jewish values across the school is exceptional.
- Spiritual, moral, social and cultural development is outstanding because the staff and pupils show great respect for each other and for the ethos of the school. The pupils and parents feel valued as all types of Judaism and other faiths are celebrated and shared at the school.
- The school provides positive experiences, both in and out of the classroom throughout the Jewish year. These include visits to synagogues; inviting rabbis from across the community and a visit to the Cenotaph.
- The headteacher together with the Leadership team and ably supported by the governors is committed to providing and further developing a curriculum that ensures children continue to make excellent progress in their Jewish learning.
- Teaching is mostly outstanding and never less than good and relationships are excellent, modelling the school's Jewish ethos and values. The pupils thrive in a supportive community where every student is able to join in and play a full part.
- Partnerships with parents are excellent as they are with the wider community, including the University of Roehampton, local outstanding schools and PaJes (Partnership for Jewish Schools). There is a shared involvement in the high expectations of Jewish life and learning

across the broad spectrum of families whose children attend the school.

What does the school need to do to improve further?

- The school needs to embed Hebrew Reading within its *Ivrit* (Hebrew) Curriculum to ensure that all pupils read Hebrew with accuracy and fluency.
- Develop the leadership and management of Jewish learning by appointing a Leader of Jewish Learning to support the headteacher, to monitor the staff's own subject knowledge and to further develop the school's monitoring and assessment systems so that they provide a more formal record of the pupils' Jewish learning.
- Ensure that the curriculum is further reinforced for example, in *Parashah* (Portion of the Law) with schemes of work that show progression.

Achievement of pupils in their Jewish Learning is OUTSTANDING because:-

- Pupils join this school from a diverse range of Jewish and non-Jewish backgrounds. For many, their knowledge and experience of Hebrew and of the Jewish Learning Curriculum is limited. However, they are curious and enthusiastic with a very positive attitude to learning which results in pupils of all abilities including the more able and those with special educational needs (SEN), making excellent progress.
- In Key Stage 1 and Reception, the pupils are building up a bank of knowledge of the *Torah* stories, *Shabbat* (the Sabbath) and festivals. Key Stage 1 pupils are beginning to develop a thoughtful approach to their faith. This was clearly in evidence in the lesson on the 5 senses in Year 1 and the *Parashah* lesson in Year 2.
- Pupils work in a calm environment with well-focused lessons across all subjects. Having the same teachers for all curriculum subjects, including Jewish Studies, ensures a consistency in approach and expectation which helps to raise the level of attainment through integrated learning.
- Feedback from parents to the inspector through Survey Monkey and the school's own survey shows how pupils are inspired by their learning to share what they have learned at home.
- The school values a problem solving approach to learning and as a result open ended, creative tasks are also used in Jewish studies lessons. Higher order questioning is evident both in planning and around the school e.g. around the Jewish calendar on display in Year 1.

The quality of teaching and assessment in Jewish Learning is OUTSTANDING because:-

- There are year statements for Reception, Years 1, 2 and 6 in the 6 different areas of the Jewish Learning curriculum. These are the learning targets to be achieved by the end of each year. Although there is no Year 6 at present and there won't be one for another four years, it is important for the school to have a clear picture of what it wants its pupils to know and be able to do by the time they transfer to secondary education. To this end the school has produced the Year 6 statements which ensure that the school has a clear vision and is working towards achieving its goals.
- Teachers relate very well to their pupils and this contributes to pupils' positive attitudes to learning. Pupils are motivated to listen, respond and do their best because they like the teachers and want to please them.
- Teachers have high expectations of pupils and plan rigorously. Their planning reflects a cross-curricular approach. For example learning about the 5 senses in Year 1 not only developed pupils' scientific knowledge but also made the link with *Havdallah* (a ceremony to distinguish between the Sabbath and the rest of the week) much more meaningful.
- In Reception, the teacher was questioning a small group of pupils very effectively about the

soup they were making and this enabled lots of focused discussion about Jacob and Esau and the selling of Esau's birthright for a bowl of soup.

- During a music lesson in Reception, the teacher used some bowls as a musical instrument to encourage rhythm while teaching a song about *Chanukah*. This provided another excellent opportunity for integrating the National Curriculum and Jewish Studies.
- The staff, most of whom are non-Jewish, receive a weekly briefing on the relevant *Parashah* (Portion of the Law) from the headteacher so that they can then research the portion in more depth and deliver an excellent, integrated lesson to their pupils. This was evident from the two *Parashah* lessons observed.
- The teachers assess knowledge levels on pupils' entry to school through conversations during home visits and classroom observations as part of the gathering baseline data process. Observations with photographs, comments and next steps are recorded using '2 Simple Software'.
- Effective use of Information and Communication Technology (ICT) across all aspects of the curriculum impacts positively on children's engagement as seen in all lessons observed.

The extent to which the Jewish education curriculum meets children's needs is OUTSTANDING because:-

- The Jewish Learning Curriculum is tailored to meet the specific needs of this unique school. The challenge is to deliver an integrated curriculum that best fits the diverse family backgrounds of the children in the school. It is underpinned by six Jewish and universal values of *Tzedakah* (Charity), *Ahavat Limudim* (A love of learning), *Tikun Olam* (Repairing the world), *Derech Eretz* (Making good choices), *Hachnasat Orchim* (Hospitality) and *Mishpachah* (Importance of family)
- The school plans to offer learning opportunities to parents and staff in certain areas of The Jewish Learning Curriculum, for example, in Hebrew Reading. Parents will then be better able to support their children while staff will be able to perfect their Hebrew pronunciation.
- The curriculum demonstrates both breadth and balance. It includes *Ivrit* (speaking, listening, reading and writing Hebrew), *Tefillah* (prayer), *Parashah*, (Portion of the Law) *Chagim* (festivals) and the Jewish way of life. It expresses the Jewish values of the school and is well structured to meet the needs of all learners and engage their interest. The teaching of *Ivrit* is an area for development which has already been identified by the school. It is beginning to be embedded in the curriculum but is presently at an early stage of development. Pupils mentioned that they look forward to learning more "Jewish stuff" and learning to read Hebrew.
- Cross-curricular provision is very strong. When learning about the five senses in Year 1, for example, pupils were given a *Shofar* (ram's horn) and *Havdallah* spices as examples for their integrated learning. There was also a strong link with literacy in the *Parashah* lesson in Year 2 with the use of a "Conscience Alley" (a useful technique used in drama for exploring any kind of dilemma faced by a character) and a *Parashah* link was also evident in Reception where a group of pupils were peeling vegetables to make a "soup like Jacob."
- The Friday preparations for *Shabbat* (Sabbath) give the pupils the opportunity to integrate home and school experiences, where appropriate. There are other visits and practical experiences such as making *Havdallah*; celebrating *Rosh Hashanah* (New Year) which helps bring the religious aspects of the curriculum to life. One of the pupils said: 'I like it when my mum comes in for *Shabbat*. I like to eat *challah* and sing the songs'. The school is consolidating its Year 2 curriculum on an ongoing basis and is beginning to plan for Key Stage 2, so that as both the school and the children grow, learning will be extended and reinforced.

The quality of pupils' spiritual, moral, social and cultural development is OUTSTANDING because:-

- The school meets the statutory requirement for collective worship through daily *Tefillah* (prayer) and an opportunity to recite *Brachot* (blessings). The majority of pupils recite the prayers *Modeh Ani* and *Shema* with enthusiasm. All *Tefillah* is taught so that children understand what they are saying. The use of Makaton sign language supports their understanding of the *Shema* and makes this a meaningful experience. All pupils are given the opportunity to wear *kippot* (skull caps) and to take an active part in religious rituals such as *Kabbalat Shabbat* and *Chagim*.
- The school also encourages pupils to research Jewish themes at home. All the Year 2 pupils, for example, were given homework to translate and learn the prayer *Modeh Ani* by heart. The pupils embraced this task with enthusiasm and were keen to demonstrate their new skills during the *Tefillah* session.
- Outstanding spiritual development is evident in the many opportunities provided for the pupils to reflect upon their learning and to empathise with others. An example of this can be seen in the way the pupils responded to being taken on a Remembrance Walk. They were very keen to tell us about their walk and that they were given stones to place alongside flowers by the Cenotaph, explaining that "stones are hard and won't die so that they will last just like memories of people who are no longer here". They explained that this was the Jewish way instead of placing flowers.
- All the pupils reflect a very strong sense of diversity. They have a good awareness of other faiths and different festivals of light, including Diwali.
- We were privileged to watch an outstanding literacy lesson that was linked to *Parashat Toldot* (a specific portion of the Law) during which Year 2 pupils were encouraged to resolve a conflict of opinion as to whether Rebecca was right or wrong in encouraging Jacob to deceive his father. They were able to make responsible and reasoned judgements and put these arguments forward in a confident and convincing manner as part of a group from a variety of religious backgrounds.
- The pupils are proud of who they are whether they are Jewish or not and they are all looking forward to learning about and celebrating *Chanukah* together. They feel valued as all types of Judaism and other faiths are respected, celebrated and shared at the school.
- Displays around the school are linked to Jewish themes and promote an interest in and love of Jewish practice. An example of this is the *Mezuzah* (a piece of parchment inside a protective case inscribed with specified Hebrew verses from the Bible which is fixed to the doorposts of a Jewish home) display which includes pictures of a rabbi and pupils putting a *Mezuzah* on the doorposts of their new school building.

The effectiveness of leadership and management of Jewish learning is OUTSTANDING because:

- The headteacher has a clear vision of the type of school Mosaic should be and has, in a short space of time, created a school environment with a strong Jewish ethos despite being geographically isolated from the wider Jewish community. Selective recruitment of staff such as the new Assistant headteacher and appropriate staff training to reinforce the staff's Jewish knowledge ensure that the ethos of the school is fully embedded and embraced by all.
- The Senior Leadership Team works together closely to ensure that the Jewish ethos of the school pervades all areas of learning and teaching as reflected in displays around the school and observed during lessons.
- The headteacher has allocated money in the budget for all staff to improve their own Jewish knowledge as well as parents' Jewish knowledge, for example, through a course in Hebrew Reading. This will enable parents to better support their children and will ensure that all teachers are confident with their pronunciation of Hebrew words.

- The school's ethos is strongly supported by the governors, who have a passion for Jewish learning and have set out to ensure that the school develops a strong identity for pupils, knowing that some are non-Jewish, by focusing on the values that faith brings, for example, sharing and learning alongside and about each other.
- There is a clear vision for Jewish Studies which is set out in the Jewish Learning Curriculum as well as in the Curriculum Overviews. There is an excellent curriculum map linking British Values, Religious Education and Jewish Values which fits comfortably within the whole school development plan.
- As the school grows, there will be the need to consider the appointment of a Leader of Jewish Learning to lighten the workload of the headteacher and to further develop the school's monitoring and assessment systems so that they provide a more formal record of the pupils' Jewish learning.

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at MOSAIC Jewish Primary School to complete a questionnaire about their views of the school. These were all very positive. The comments below encapsulate their delight:

Quotes from Survey Monkey

"We are delighted in all progress our children E and H make through Jewish education. And we are very impressed by the approach of all school staff and community to reach that. Thank you!"

"In Mosaic we find an excellent balance between academic excellence, Jewish heritage, pluralism, multiculturalism and tolerance. We are delighted that our son is encouraged to value his Jewish tradition in the wider context of a pluralist and democratic Britain."

"My son is one of about 5 or 6 Jewish children (I am Jewish, my husband is not) of a class of 20. To some extent, I feel he is at an advantage as I am familiar with much of the material, e.g. basic Hebrew, Bible stories, prayers, but I know he is really enjoying learning more about all of these things with his friends at school. I have attended Kabbalat Shabbat on a Friday when I can and there are always a very active group of parents (mostly non-Jewish) and siblings, which provides a very nice community feel. All the parents there seem happy to have their children participate in what is a very meaningful way of ending the 'work week' and moving in to the weekend (or Sabbath, for the Jews) I am extremely happy that Mosaic was a possibility for my son; he did 3 years at an independent school which claimed to be non-denominational but had a very Christian-based curriculum (as is the norm in the UK). I feel that at Mosaic, the kids learn about the Jewish religion without being beaten over the head by it, and the mix of faiths observed at home adds a lovely diversity of perspectives and ideas."

"I think for parents who aren't Jewish and for those who don't speak Hebrew, the school could offer some help with the Hebrew language e.g. pronunciation, to facilitate their child when it comes to Hebrew homework. Also, a little more respect needs to be given to Kabbalat Shabbat at the school, as I'm not sure many parents who are in attendance are aware that it is an important part of the Jewish week and a time for peace and silence! There are also too many distractions for the children with noisy siblings etc."

"We are so lucky to have such a wonderful group of children that enjoy celebrating Shabbat together with their class, the whole school and their parents, on Fridays"

"I am a Christian with no Jewish heritage but really value the unique opportunity MJPS is giving my children to study Old Testament stories. I am also very pleased that they are learning Hebrew and both my children enjoy singing Hebrew songs to us that they've learnt in school"

"In just a few weeks my daughter made great progress in Hebrew. She particularly enjoys the school Kabbalat Shabbat. The mezuzot ceremony made also a great impression on her"

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 pupil's 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.