

Moriah Jewish Day School

Inspection report

Local authority	Harrow
Inspected under the auspices of	Pikuach
Inspection dates	12th and 13 th March 2014
Reporting inspector	Rabbi Yaakov Heimann

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 – 11
Gender of pupils	Mixed
Number on roll	227
Appropriate authority	The Governing body
Chair of Governors	Alan Capper
Interim Executive Headteacher	Judith Lethbridge

Date of previous Pikuach inspection	March 2009
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Introduction

Inspection team

R' Yaakov Heimann - Lead inspector

Sharon Raphael - Team inspector

This inspection was carried out by two inspectors over two days, and it took place just under two weeks after the Ofsted (Section 5) inspection.

The inspectors visited nine lessons, observed three *tefilla* (prayer) assemblies in Foundation Stage/Key Stage 1 and Key Stage 2 (daily act of worship) and *birkat hamazon* in all Key Stage 2 classes.

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. One inspector met with parents/carers, governors and the special needs co-ordinator. There was phone contact with the lead Ofsted inspector.

In addition, they scrutinised the school's curriculum and documentation, and samples of pupils' written work, and analysed 27 questionnaire responses from parents/carers.

The inspection team looked in detail at the following:

- The Jewish education curriculum
- The progress pupils make in Jewish education
- The quality of teaching in Jewish education
- Leadership and Management in Jewish education
- Spiritual, moral, social and cultural development, including collective worship

They also focused on the areas highlighted for improvement in the previous Pikuach Inspection report:

- 1) Raise the standard of teaching of *Ivrit*.
- 2) Observe and adopt techniques used in other schools in MFL to improve the teaching of *Ivrit*.

Information about the school

Moriah Jewish Day School is a one-form, voluntary-aided modern-orthodox Jewish, co-educational primary school. The majority of its pupils live in the Pinner post-code area or within the London Borough of Harrow. Fewer than 17% pupils live locally; 50% pupils reside in 14 wards in Harrow, 33% live outside the Local Authority Area. As a United Synagogue School, it accepts the *halachic* authority of the Chief Rabbi. From September 2008 the Jewish Studies have been under the guidance of the Head of Jewish Studies, who is also an Assistant Head of the school. Its founding Head teacher left the post at the end of the last academic year, and an interim Executive Head Teacher has been appointed for this academic year. A new Head Teacher has been appointed from September 2014 and she will spend some time in school during the Summer term. Approximately 25% of the curriculum is devoted to Jewish Studies including *tefillah* and *birkat hamazon*. At the end of Key Stage 2, many pupils transfer to JFS in Kenton.

Inspection judgements

Overall effectiveness	2
The achievement of pupils in their Jewish education	2
The quality of teaching and assessment in Jewish education	2
The extent to which the Jewish education curriculum meets pupils' needs	1
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

Overall effectiveness:

The quality of Jewish education in Moriah Jewish Day School is good because:

- The school has set high expectations and aspirations for itself and against those aims it is a good school with many outstanding aspects. The inspectors found the school to be better in Leadership and Management and Curriculum than the school's own self-evaluation.
- Pupils' behaviour is excellent, demonstrating that they find the Kodesh lessons interesting, engaging and relevant. Learning is linked to their everyday lives and there are cross-curricular links. Achievements are good and pupils make good progress.
- Pupils care for and support one another.
- Pupils have a very positive attitude towards school and Jewish studies and they said that: "Teachers make the lessons really fun" and "We do fun activities to do with *Chagim*". One also said: "I like *Rashi* letters and to learn about him and how to read".
- The Leadership is outstanding. The Head of Jewish studies, who is also an Assistant Head, is well supported by the Executive Head Teacher; they effectively share joint priorities for the whole school and Jewish studies.
- Rigorous systems are in place for observation and feedback, and appraisals are linked to this and pupil progress.

The inspectors commend the school for the work that has been undertaken to improve the provision of *Ivrit*. Assessments outcomes show that most pupils achieve the expected level by the end of Year 6.

It is not yet outstanding because:

- Whilst it is evident that clear benefits and progress have been made, more work is required to fully address all the issues raised by the previous inspection in the

teaching of *Ivrit*.

- Some marking requires improvement and 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?

- To continue to develop *Ivrit* through:
 - implementing more techniques to promote pupils' engagement during *Ivrit* lessons,
 - further professional development and improved practice in the assessment of pupils' learning and achievement, so that pupils make better progress during *Ivrit* lessons.
- To continue to develop marking and feedback to enable learners to receive advice on moving forward and achieving next levels.

Achievement of pupils at the school in their Jewish education is good because:

- Achievements are overall good, with some pupils making outstanding progress. This includes the minority of pupils with SEND (special educational needs and disabilities) who make good progress.
- The impact of the updated curriculum and teaching styles is evident in the achievements of pupils in younger classes. Rigorous monitoring linked to assessment data, which in turn is linked to appraisals, are helping to further raise standards of achievements across the school.
- When 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, a larger proportion were hesitant, though keen to try. All pupils spoke in praise of Jewish Studies and their enjoyment of the subject. They were able to answer questions about Purim, which was the current topic. Views on *Ivrit* were more varied. Some enjoy the lessons and feel they are learning to speak; others were less enthusiastic and found some lessons less engaging. They enjoy assemblies and for example, 'looking closely at the *Amidah* and what it really means'.

The quality of teaching and assessment in Jewish education is good.

Inspectors judged the quality of teaching and learning overall to be good with some outstanding features because:

- Adults, teachers and support staff know their pupils very well, and good relationships are apparent throughout the school.
- Good, and in some instances outstanding, teaching was observed and pupils were actively engaged and enjoying their learning. A variety of activities was offered and, for example, in the Early Years Foundation Stage, there was

notably good integration of secular and non-secular activities from which to choose. For example, making Playdoh *hamentashen* and naming shapes such as triangles whilst forming them, making choices by spinning a *dreidel*, dressing up related to *Purim*, and recognising the letters of their name and matching sounds to the *Alef Bet*.

- In the Early Years, the lively, interactive teaching style and variety of oral, visual and kinaesthetic activities ensures that all children are engrossed in the lessons and make good progress. The use of additional adults, such as nursery nurses, is excellent and they provide well targeted support for both children with special educational needs and those who benefit from extended questioning and challenge.
- In many of the lessons observed, pupils were encouraged to be independent learners and to explore work with partners or in small groups. Creative learning tasks were offered and pupils responded with high levels of interest and enthusiasm when learning about *Purim* and investigating the story together in order to share their ideas.
- Preferred learning styles were often taken into consideration and the activities allowed some flexibility of approach to the work, for example in how to present a written task about *Purim* and the story of *Esther*.
- Pupils with statements of special educational needs (SEN) receive support in Jewish Studies lessons; those who are on the SEN register are supported by the teacher. The Special Educational Needs Co-ordinator is also available to offer advice. Support staff find this helpful, for example, in differentiating tasks for those who find written work more challenging.
- Pace and challenge are generally good and appropriate. At times, more able pupils are offered some more challenging and extension work, however this was not consistently the case when work was completed and some pupils were unoccupied after finishing their worksheet.
- Pupils were almost invariably observed to work well together, a fluent *Ivrit* speaker is now fluent in English and enjoys helping her classmates in *Ivrit* lessons.
- Good use was generally made of the interactive whiteboard and in some of the best lessons it was used by the pupils. For example, a class working on the number of syllables in words had pupils splitting the syllables using the whiteboard. They were confident IT users, whose learning was enriched through the use of technology.
- Marking and oral feedback is mostly positive. It was generally judged to be good overall, but 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.
- Lessons were frequently seen to build upon prior learning and teachers plan and assess well. Consistent use of assessment and further training for some *Ivrit* staff would be beneficial.
- The school measures achievement and progress from pupils' starting points. Results are analysed in various ways, for example, comparing the progress of boys and girls. The data is used to make changes to the curriculum and is shared with teachers. Individual pupil targets and class targets are set. The appraisals are linked to assessment data and used to raise standards.
- Progress is measured by tests created by the JCP and teacher assessment. In most year groups, pupils make at least good, and in some cases very good, progress.

The extent to which the Jewish education curriculum meets pupils' needs is outstanding because:

- The quality of the curriculum is outstanding.
- The school has a broad and balanced curriculum which is constantly monitored and adapted. An example of this is that the school identified that the more able pupils, who usually make outstanding progress, were not making sufficient progress in *Parsha* and this is being addressed in the amended curriculum.
- The school partners with the JCP for the development of the *Chumash Curriculum, Parsha, Ivrit and Tefilla*. The school uses *Chalav u'devash* (Key Stage 1) and *Ivrit b'klick* (Key Stage 2) for *Ivrit*. They have successfully implemented and adapted this to raise standards of learning.
- The curriculum is divided into levels, so that learning and skills are built up methodically over the years. Alongside this there are Medium Term plans and levelling in all subjects.
- There are good resources to support the teaching of the curriculum. For example, there is guidance and worksheets about all topics taught. This ensures that teachers know what aspects of the curriculum should be taught and how they are approached in this school.
- There are very good cross curricular links between Jewish and non-Jewish subject areas. For example, Year 3 link *Pesach* and Science through using different materials to create *Seder Plates*, and Year 5 link *Chumash* and Literacy through play script writing of *Chumash* dialogue.

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

- *Tefillah* (Prayer) fulfils the statutory requirement for Collective Worship. It is a very positive Jewish experience for the pupils as they participate with genuine feeling and meaning. Pupils follow carefully in their *siddurim* as teachers demonstrate and are outstanding role models.
- *Brachot* (blessings) are said at break times over fruit and there are discussions about which *bracha* to say and why it is said. The younger pupils demonstrate good understanding of the differences. At lunchtimes, pupils say *hamotzi* and then *bentsch* well in their classes after the lunch break at the start of afternoon lessons.
- The school has partnerships with various Jewish organisations and the wider community. These include Jewish National Fund; the home for the aged in Bournemouth and two contrasting local schools, one a Catholic Primary. Pupils visit each others' schools and work and learn together. This contributes to the Jewish life of the school and it also ensures that pupils learn about others and value their contribution to society.
- *Tzedakah* (charity) is an important part of the Jewish way of life of the school; *tzedakah* is collected for various Jewish charities such as Jewish Childs' Day and JNF and also for the wider world community such as the tsunami appeal. This ensures that pupils learn to help others and understand about those who are less fortunate than themselves.
- There are links to the local synagogues. This is a considered decision since the pupils come from a variety of areas and thus, although there are ties with

Pinner Synagogue and its Rabbi, the school is actively keen to work with all the local Jewish communities.

- Displays around the whole school site are linked to Jewish themes and promote an interest in and love of Judaism and Israel. They are integrated, practical and often informative, such as an excellent display about Israel that combines Jewish knowledge with geography.
- The school has a clear and consistent House point system alongside individual recognition for good behaviour and learning. Pupils are 'spotted' doing well and given a card with spots on it. These are very well received and appreciated by the pupils.
- Pupils are very polite, kind and happy to share and help each other. They are keen to talk about their learning and experiences and their enjoyment of their school is palpable.

The quality of leadership and management and governance of the school is outstanding because:

- The Executive Head Teacher and Assistant Head/Head of Jewish studies drive the school forward.
- Notwithstanding that the previous Headteacher left at the end of the previous academic year and that there is an interim Executive Headteacher, the Jewish Studies is led and managed outstandingly well.
- The interim Executive Headteacher and the Assistant Head/Head of Jewish studies have set clear goals and continue to raise standards, and this vision is shared with teachers. There is a fully updated Self Evaluation Form in which key priorities are set out.
- Standards are raised through rigorous monitoring, which is then linked to CPD (Continuous Professional Development).
- Governors have an outstanding knowledge of the working of the school. They have a clear vision for Jewish Studies and are very supportive. There is a Jewish Studies governor, and the curriculum governor is also responsible for the Jewish Studies curriculum. They are clearly very committed to the school and are rigorous in their questioning and knowledge of the Jewish Studies department and unstinting in their support.
- The analysis of questionnaire responses from parents and carers and discussions also indicate that the parents are extremely supportive of the school.
- The school also conducts its own surveys to ensure they know what they are doing well and which areas require improvement.

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils registered at Moriah Jewish Day School to complete a questionnaire about their views of the school.

The inspectors received 29 completed questionnaires. In total, there are 149 families registered at the school.

Parents are overwhelmingly supportive of the school and its Jewish Studies provision. However, some parents expressed concern about the teaching of *Ivrit*, particularly in terms of their child learning to speak. They expressed their satisfaction in their pupil's enjoyment and progress in Jewish Studies and how happy the pupils are to attend Moriah Primary School.

Inspectors also spoke to many parents and received very positive feedback about what their children have learnt, their "sheer enjoyment" of Jewish studies, and "vast

knowledge." One parent said, "My son has become a little Rabbi".

What inspection judgements mean

Grade	Judgment	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 will make further visits until it improves.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' knowledge, understanding and skills at any given point in time.
- 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.