

1. INTRODUCTION

The inspection was carried out under Section 23 of the 1996 School Inspections Act. Its purpose was to report on:

- ◆ The educational standards achieved in Jewish Studies in the school
- ◆ The quality of Jewish education provided
- ◆ The spiritual, moral and cultural development of pupils in the school
- ◆ Arrangements for collective worship

Other aspects of the school's work were inspected under Section 10 of the 1996 School Inspections Act and have been reported on separately.

Basic Information about the School

Name of School	Wolfson Hillel Jewish Primary School
Type of School	Infant and Junior
Status	Voluntary aided
Age Range of Pupils	4 -11
Headteacher	Mrs S Margolis
Head of Jewish Studies	Mrs E Colman
Address of School	154 Chase Rd London N14 4LG
Telephone	020 8882 6487
Chairman of Governors	Mrs H Rosen
Principal	Rabbi Y Fine
Local Education Authority	Enfield
Reporting Inspector	Rev M A Binstock
Team Inspector	Mrs R Lichtenstein
Date of Inspection	29 November - 2 December 2004
Date of Previous Inspection	27 April - 1 May 1998

1.1 Basic Information about the school

Wolfson Hillel Primary School is a United Synagogue school situated in the Borough of Enfield. It is an orthodox Zionist school and the Chief Rabbi is its halachic authority. It opened in 1992 as a two-form entry voluntary aided Jewish school. It mainly serves the families affiliated to the four United Synagogue communities in the surrounding area, and represents a wide range of religious knowledge and observance.

The aim of the school as defined in the school prospectus is to provide an excellent primary education combining Jewish values, practices and beliefs alongside the National Curriculum. Central to its teaching is a love of Torah and Israel.

1.2 School Data and Indicators

Number of full-time pupils	460
Religious affiliation	Orthodox
Number of school action plus pupils	9
Number of statemented pupils	12
Number of pupils receiving free school meals	10
Number of full-time teachers	5
Number of part-time teachers	7
Pupil to teacher ratio:	1:55.5
Average class size for Jewish Studies:	25 - 30
Teaching time for Jewish Studies per week	Nursery & Reception: 4.5 hours Key Stage 1: 4.75 hours Key Stage 2: 4 hours
Destination of pupils leaving end of summer 2002	JFS (44); Hasmonian (4); King Solomon (4); Non-Jewish (6)

1.3 Record of Evidence

The inspection was conducted over the course of three days by two inspectors and took place during the week before *Chanukah*. Over the course of the inspection, twenty lessons were observed as follows:

Pre - Key Stage 1	Key Stage 1	Key Stage 2	Total
3	5	12	20

In addition, *Tefillah* (Collective Worship) sessions and *Birkat Hamazon* (Grace after meals) were observed in a number of classes, and assemblies for each key stage were observed in the hall. Pupils' behaviour was observed at break, at lunchtime, and as they moved around the school. A representative sample of pupils from Years 2, 4 and 6 was tested on a range of subjects from the school's Jewish Studies curriculum and samples of their written work were scrutinised. Discussions were held with the Principal, Headteacher, Deputy Headteacher, Head of Jewish Studies, Special Needs Co-ordinator (Senco), governors, and pupils. Policy documents, the Jewish Studies curriculum and teachers' plans and records were studied carefully before and during the inspection. Parents' views were sought by way of a questionnaire completed by 48% of the parent body.

2. SUMMARY

2.1. Main Findings

1. Wolfson Hillel Primary School offers an excellent environment for providing an orthodox Jewish education for its pupils. The school is very successful in teaching the values and importance of traditional Judaism and imbuing pupils with a love of Torah.
2. Achievement and progress have improved since the previous inspection. The overall standards achieved by pupils in all areas of the Jewish Studies curriculum are good when judged against the school's expectations. The majority of pupils make good progress as they advance from year to year.
3. The positive attitude displayed by pupils towards *Limmudei Kodesh* is a strength of the school. Their behaviour and response to Jewish Studies are very good. The pupils' development of Jewish values and commitment is very good. Behaviour around the school is very good and they display *derech eretz* (respect) in their dealings with each other and with adults.
4. The school fully complies with the statutory requirements by providing daily acts of *Tefillah* for all pupils. The manner in which *Tefillah* is conducted is a strength of the school and admirably reflects its ethos and Jewish values.
5. The Jewish Studies curriculum is excellent and has greatly improved since the previous inspection. It is stimulating and challenging and takes account of the needs and varying abilities of all the pupils. There are some very good extra-curricular activities that provide enrichment to the curriculum. These include the *Leining* club and *Mishnah* club. The integration of the Jewish Studies curriculum and the National Curriculum is very good.
6. The quality of teaching is mostly very good and contributes greatly to the progress and achievement of the pupils. Of the lessons observed, 75% ranged from good to excellent. 15% were sound and 10% were unsatisfactory. The Jewish Studies teachers are highly dedicated and motivated. They plan their lessons meticulously and set clear and appropriate objectives. In the majority of lessons observed, teachers display good classroom management skills and employ a variety of strategies which keep the pupils on task.
7. Assessment procedures are good and promote progress in Jewish Studies. The quality of assessment has improved since the previous inspection.
8. Provision for the spiritual, moral, social and cultural development of the pupils is excellent and is a major strength of the school. The whole school staff including the administrative staff fully understands and supports the ethos of the school.
9. Provision for pupils with special educational needs (SEN) is good and has improved since the previous inspection. There are effective procedures to identify pupils with SEN and to provide appropriate and effective support in their Jewish Studies.

10. There is strong parental support for the school and 48% of the parent body completed questionnaires. Their responses indicate that the vast majority are pleased with all aspects of the school. Parents contribute to the Jewish life of the school. For example, they support their children with their homework and they act as reading helpers in the school.

11. The management of the school is excellent and is a major strength of the school. The Headteacher, Deputy Head and Head of *Limmudei Kodesh* provide strong and effective leadership and there is a dedicated and supportive governing body. The Jewish Studies teachers are valued and supported and they work in harmony towards shared goals.

12. Resources to support Jewish Studies are very good and have improved since the previous inspection. These include a spacious and well resourced library and music room. The school building has recently been enlarged to include a new wing for Foundation Stage pupils plus a new staff resource area.

13. The school provides a safe and secure environment for pupils and adults throughout the school day.

2.2 Key Issues for Action

There are no key issues that need to be addressed as is indicated by the performance of the school during the inspection.

The school may wish to consider the following areas for its further development:

- * provide more training for teachers in order to develop their skills in classroom management and in choosing appropriate activities

- * improve the SEN policy document by adding further detail in relation to its provision of Jewish Studies and link the progress of pupils with SEN to level descriptors

3. STANDARDS IN JEWISH EDUCATION

3.1 Achievement and Progress in Jewish Studies

1. Achievement and progress have improved since the previous inspection. The overall standards achieved by pupils in all areas of the Jewish Studies curriculum are good when judged against the school's high expectations. The majority of pupils make good progress as they advance from year to year.

2. In Year 2, standards of Hebrew reading are good and most pupils are able to read with a good deal of accuracy. In Year 3, some pupils are able to write in Hebrew script and others are developing these skills. This is in line with the school's expectations. The standards of Hebrew reading achieved by Year 6 pupils are good overall. Pupils of higher ability are able to read *Rashi* (Biblical commentary) script. Very good progress is made by all pupils in gaining the skills required to enable them to participate in *Tefillah* and *Birkat Hamazon*.

3. The study of *Chumash* is introduced in Year 3. The evidence gained from classroom observation and from testing indicates that pupils achieve good standards of comprehension, and this enables them to understand and appreciate the underlying Jewish values and *middot tovot* (good character traits). Year 6 pupils are split into two ability groups. This enables pupils of higher ability to study *Rashi* directly from the text. Good standards of comprehension of *Rashi's* commentaries are achieved in both groups.

4. The standards achieved in other areas of the curriculum are good. Pupils in Years 2, 4 and 6 were tested on general Jewish knowledge and all but the weakest gave good to very good answers to the questions put to them. For example, Pupils in Years 4 and 6 knew the correct blessings for various foods and gave correct answers to questions on various *chagim* (Jewish festivals) They also displayed good skills in writing the names of the Jewish months and the *parashah* of the week in Hebrew script. The progress made as pupils advance through the school was particularly evident.

3.2 Pupils' Attitudes, Behaviour and Response to Jewish Studies

1. The previous Pikuach inspection report noted that pupils respond well to *Limmudei Kodesh*, enjoy lessons, are well motivated and participate with enthusiasm and dedication. The current inspectors found ample evidence to support this judgement. The positive attitude displayed by pupils towards the school in general and *Limmudei Kodesh* in particular is a strength of the school. Pupils' attitudes, behaviour and response to Jewish Studies are very good. They participate and concentrate well, are motivated and are eager to answer questions.

2. During assemblies and *Tefillah* the pupils show respect and participate enthusiastically. Those pupils who are given responsibility, for example, to act as *chazan* or to participate in the *Havdalah* ceremony in front of the whole school, show great pride in fulfilling these roles. During the extra-curricular activities observed, such as choir practice and *Leining* Club, there was a great sense of enjoyment, concentration and interest shown.

3. The pupils' development of Jewish values and commitment is very good. Behaviour around the school is very good and they display *derech erez* in their dealings with each other and with adults. Pupils often greeted the inspectors, spoke respectfully to them and held the doors open for them. They show concern for others and work co-operatively with each other during lessons when engaged in group activities.

4. Year 6 pupils show leadership qualities when they fulfil their role as prefects and are good role models for the younger pupils.

3.3 Collective Worship – (Tefillah)

1. The school fully complies with the statutory requirements by providing daily acts of collective worship (*Tefillah*) for all pupils in a variety of settings. The manner in which *Tefillah* is conducted is a strength of the school and admirably reflects its ethos and Jewish values. There is a clearly written policy statement which sets out its rationale, aims, organisation and resources for *Tefillah*. Its aims include '*to promote and reinforce a sense of Jewish identity*' and '*to give pupils a spiritual experience*'. The school is successful in achieving its aims.

2. *Tefillah* is very well organised. It mostly takes place in each class so that the content and duration are appropriately matched to the needs of each year group. Explanations are often given to enable pupils to gain a deeper understanding of, and an appreciation for, the *tefillot*. This enables pupils to develop their skills in *Tefillah* and *Birkat Hamazon* as they progress through the school. Teachers including members of the secular staff lead the sessions. They are very active during *Tefillah* in giving assistance and encouragement to pupils. During assembly, *Tefillah* is enhanced by musical accompaniment performed by the school's music teacher.

4. QUALITY OF JEWISH EDUCATION

4.1 Quality and Range of the Curriculum

1. The quality and range of the curriculum has greatly improved since the previous inspection. It is excellent and a major strength of the school. It is suitably broad and balanced, providing a solid foundation of Jewish knowledge and textual skills, while implanting Jewish attitudes, beliefs and practice, thus fulfilling the school's aim of '*ensuring that pupils are well-equipped and motivated to continue their Jewish Studies and their Jewish way of life.*' The curriculum is designed to reflect the background and prior attainments of its pupils. It stimulates and challenges pupils to think and apply their learning. The nursery curriculum is now well integrated with, and relates clearly to, Foundation Level outcomes.

2. The planning and organisation of the curriculum and its documentation are very good, reflecting the heavy involvement of the entire *Limmudei Kodesh* staff and the benefits of working co-operatively with other schools and agencies through the Jewish Studies Curriculum Partnership and the Jewish National Fund (JNF). A summary curriculum map covering all year groups and all subject areas provides a very good overview of the developmental, progressive and interlinked curriculum.

3. Each of the five key areas has its own policy, clearly stating its aims and objectives. Hebrew Language and *Chumash* have level descriptions of skills on the same format as the National Curriculum. Level descriptions, detailed schemes of work and grids for the Jewish year, *Parashat Hashavua*, *Chumash*, and *Tefillah* insure progression and the development of deeper understanding from year to year. Further work is being done to develop the *Chumash* curriculum and there is continuous review of schemes of work and assessment procedures.

4. The policy and curriculum for Hebrew Language has been designed parallel to that of the National Curriculum with detailed levels of attainment for reading, ranging from Foundation Level through level 5. This curriculum covers reading, writing, language and grammar. Due to time constraints, the emphasis in Key Stage 2 shifts away from Hebrew as a spoken language and more emphasis is placed on textual skills. Despite this, efforts are made to retain and build on the progress made in understanding Hebrew language and there is a grid specifically identifying key Hebrew words and phrases to be included on a yearly basis. An after school Hebrew Club was recently proposed, however this did not receive a positive response. Efforts are still being made to find creative ways to introduce more Hebrew language into the curriculum.

5. The curriculum, with its well defined levels of attainment, takes into account the needs of all pupils including those of above and below average ability by incorporating planning for differentiation as well as grouping of students in Key Stage 2, to allow for the needs of the more able pupils.

6. A strong feature of the school is its holistic approach and extremely successful cross-curricular planning and integration. Jewish practice and ethos permeate the entire curriculum. Although only 20% of curriculum time is available for *Limmudei Kodesh*, the impact is far greater. The *Limmudei Kodesh* Department has developed integration maps for all *Chagim*. The secular teachers look for additional ways to integrate Jewish values into their work. For example, a maths project on spreadsheets focuses on the school charity (*Tzedakah*) collections and the beautiful displays show Jewish themes incorporated in art and written work. The curriculum is particularly enhanced by the use of music and this contributes greatly to the religious and spiritual life of the school.

7. There is a broad range of extra-curricular activities and informal education, which greatly enhance the Jewish Studies curriculum. Examples include the school choir, *Leining* club and *Mishnah* club. In addition, annual *Shabbatonim* are organised for pupils in Years 4 and 6. This year, the school was forced to cancel the *Shabbaton* for Year 4 and as a result, many pupils, parents and teachers were greatly disappointed. However, it should be noted that the school had no option in acting as it did which was in accordance with appropriate government guidelines and in compliance with health and safety issues.

4.2 Teaching

1. The quality of teaching is mostly very good and contributes greatly to the progress and achievement of the pupils. The Jewish Studies teachers are highly dedicated and motivated. They are secure in their Jewish knowledge and they present themselves as admirable role models thus reinforcing the school's ethos and Jewish values.

2. Of the 20 lessons observed, 75% were good or better of which 25% were judged as being excellent. Of the remaining lessons, 15% were sound and 10% were judged as being unsatisfactory.

3. All teachers are meticulous in the planning of their lessons and many are planned with flair and ingenuity. Teachers set clear and appropriate objectives aimed at stimulating the pupils' enthusiasm and interest. They are aware of the varying levels of ability of the pupils and take this into account in their planning. Their expectations are high for pupils at all levels and they mostly display good classroom management so that pupils work productively and are given every encouragement to achieve their potential. This has a positive effect on pupils' behaviour and concentration. In the unsatisfactory lessons observed, classroom management skills are not as good, and at times activities are not matched appropriately to pupils' behaviour and ability.

4. In most cases, teachers employ a variety of strategies which keep pupils on task. These include the use of drama and storytelling. In a *Chumash* lesson observed, the innovative teacher produced an object resembling an extended arm in order to reinforce a particular comment of *Rashi*. This proved to be very effective. Other teachers were observed sharing their aims of the lesson with their pupils thus giving them an added sense of achievement.

5. Homework is set in each year group in accordance with the school's written homework policy. This reinforces and consolidates the learning covered during the lessons.

4.3 Assessment

1. Assessment procedures have improved since the previous inspection. A combination of formal and informal assessments are employed to summarise pupils' progress and, especially in skill areas, to inform planning. Frequent assessment takes place in lessons and records are kept in class folders. Best practice is in Hebrew reading and *Parashat Hashavua*, where well-developed level descriptions and attainment targets provide a framework for record keeping. Hebrew reading is assessed on a regular basis and results are used to inform classroom teaching and to identify those pupils in need of extra help.

2. The quality of marking pupils' written work is variable. While all comments are positive and encouraging, best practice was seen in Year 6 where comments give pupils information as to what they must do to improve their work. In Year 1, there are minimal written comments, but teachers give constructive oral feedback to pupils.

3. The school continually reviews its assessment procedures with a view to improving current practice. As the curriculum is further developed, assessment grids will reflect this. At present records are held by year groups, but there is recognition for the need to work towards creating a central file of continuous assessment for each child which will track progress and help to monitor concerns that may arise.

4.4. Pupils' spiritual, moral, social and cultural development

1. Provision for pupils' spiritual, moral, social and cultural development is excellent and a major strength of the school. All teachers, including non-Jewish staff show considerable respect for the school's Jewish ethos and all present themselves as good role models. The outstanding teamwork between the Head of *Limmudei Kodesh*, the Headteacher and Deputy Headteacher ensures that there is no divide between the *Kodesh* and *Chol* strands of the curriculum. Jointly led assemblies are an excellent example of this. The seamless integration of all aspects of Judaism cascades down through the school to create a warm and nurturing environment and allows pupils to feel comfortable with Judaism and proud to be Jewish.

2. Opportunities for the moral development of pupils are created. For example, in the teaching of *Parashat Hashavua*, a particular *middah* is highlighted each week. Moral awareness is an integral part of the behaviour policy of the school.

3. The beautiful displays around the school reinforce the religious ethos as does the effective use of music, especially as pupils enter and leave the hall at assemblies. The calm environment as pupils move about the school, and the pupils' friendly and helpful demeanour speak volumes about the development of pupils' positive inter-personal behaviour (*Bein Adam L'chaveiro*).

4. The school provides some excellent extra-curricular activities which impact on pupils' spiritual and cultural development. These include the school choir, dance club and leining club. Pupils also have the opportunity to participate in a student government where they can develop an understanding of democracy as well as furthering their ability to work co-operatively with others. Further opportunities for social development are provided through responsibilities such as being lunch monitors or prefects.

5. Pupils are actively involved in collecting funds for charities thereby bringing to life the concept of *Tzedakah* and developing an understanding and empathy for the needs of others.

4.5 Equality of Opportunity

1. The school has successfully created an inclusive environment. Its equal opportunities policy has a positive impact on the quality of learning and achievement in Jewish Studies. All pupils have equal access to the curriculum. Boys and girls are given different but equally prominent roles in *Tefillah* and assemblies in accordance with *Halachah* and the Jewish ethos of the school. Both boys and girls participate in *Mishnah* lessons.

2. The school caters for pupils of all abilities. Pupils who require extra support or more challenging work are identified and their needs are effectively met in various ways. This takes place within classroom teaching and through individualised programming.

3. While the majority of pupils are of Ashkenazic tradition, there is a significant minority of children from a Sephardic background. The school makes a point of highlighting Sephardic traditions at every opportunity. For example, pupils learned a

Chanukah song in Ladino and Sephardic customs are included when learning about the *Chagim*. Particular expertise is available from three Sephardic members of staff.

4.6 Support, Guidance and Welfare

1. The provision for support, guidance and welfare is very good and significantly enhances the pupils' Jewish education and development. The school provides a safe and secure environment. Commensurate with the orthodox Jewish ethos of the school, pupils have access to effective advice and support from all staff. Two members of staff are appointed as Child Protection Officers and the school has three welfare officers available to deal with emotional problems. The school involves the services of outside professional agencies including Jewish Care and Binoh if the need arises. The school nurse visits regularly and assists with the teaching of some aspects of the curriculum relating to Personal, Social and Health Education (PSHE).

2. The school is conscious of, and sensitive to, the varying religious backgrounds and levels of observance of the pupils and their families and this is stated in its *Limmudei Kodesh* policy statement.

4.7 Provision for Pupils with Special Educational Needs (SEN)

1. Provision for pupils with special educational needs (SEN) is good and has improved since the previous inspection. It meets the aims of the school to achieve high standards, to encourage all pupils to fulfil their potential, and to access the full range of the Jewish Studies Curriculum. The school has well-structured procedures for pupils with SEN and provides different levels of support depending on the degree of need.

2. Support for pupils with SEN focuses mainly on Hebrew reading, which is the key skill needed to fully access the curriculum. The school has a generous staffing compliment to provide effective help for pupils. Support is provided by an SEN *Limmudei Kodesh* teacher with a Diploma in Specific Learning Difficulties. She assesses pupils identified by the *Limmudei Kodesh* teachers and writes individual educational plans (IEPs) for Hebrew reading. These are updated termly. There is also an SEN assistant and learning support assistants (LSAs) where required, particularly for pupils with attention or behavioural difficulties.

3. The *Limmudei Kodesh* teachers may suggest general targets to be included in the IEPs and they are invited to attend annual reviews or to make submissions. Some also give individual support to pupils. The school's Special Educational Needs Co-ordinator (Senco) is responsible for the general register and the IEPs. The school has a good range of educational resources for pupils with SEN including books, games, and computer programmes.

4. There is one whole-school SEN policy. This makes brief reference to Jewish Studies but it would be beneficial when revising this document, to add further detail in relation to SEN provision in Jewish Studies.

5. The progress of all pupils with SEN is monitored regularly. The *Limmudei Kodesh* SEN teacher follows the guidelines of the Code of Practice and she meets

regularly with the school's Senco. Pupils with SEN make good progress commensurate with their abilities and measured against their IEPs. However, this progress is not put into the context of the level descriptors.

6. While the *Limmudei Kodesh* SEN teacher advises teachers regarding specific learning difficulties, the Head of *Limmudei Kodesh* provides advice on the techniques of differentiated teaching. All lesson plans make provision for differentiation. In Key Stage 1, the emphasis is primarily on reading and teachers are guided by the support teacher in order to reinforce individual reading programmes in class. In Key Stage 2, remedial reading tuition still remains the focus of individual work, but in addition, effective grouping has ensured that more able pupils can be challenged further with more advanced textual work.

4.8 Partnership with Parents and the Jewish Community

1. The school has very good links with the parents and the community and these have a positive impact on the pupils' progress and achievement in Jewish Studies.

2. The quality of information provided to parents by the school is very good. Letters are sent out regularly with specific information and there is a weekly newsletter and *Parashah* sheet. A curriculum information sheet for all year groups is sent to parents at the beginning of each year. The school organises parent consultation evenings plus a 'meet the teacher' evening. The majority of parents attend these meetings. Parents are also informed of their children's progress by means of clearly written and informative end-of-year reports.

3. Parents, representing 48% of the parent body completed questionnaires and their responses and comments indicate that the vast majority are pleased with all aspects of Jewish Studies at the school. For example, 90% agree or strongly agree that the school encourages high standards in Jewish Studies and 92% agree or strongly agree that the school gives their children a good understanding of Jewish values.

4. Parents are given opportunities to contribute to the school's Jewish life. For example, they support their children with their homework and sign the homework diary. They act as reading helpers in the school and are trained for this role by the Head of *Limmudei Kodesh*. Invitations are extended to them to address pupils at assembly.

5. Parents are invited to special events at the school. Examples include the presentations held during *Chagim* and the *Chagigat Siddur* ceremony. Family education is well provided for. For example, the highly successful Cockfosters Learning Centre (CLC) offers a range of courses including *Kashrut*, Jewish History and three levels of Modern Hebrew (*Ulpan*).

6. The school has valuable links with local non-Jewish schools. For example, other schools are invited to attend during *Succot* to visit the school's *succah*. There are also links with the wider Jewish community and these contribute to the Jewish ethos of the school. These include visits to the local Jewish home for the aged and the Sobell Centre in Golders Green where the school choir performs for the residents and visitors. The school choir also participates in the Jewish schools Choirs Festival.

5. MANAGEMENT AND EFFICIENCY OF THE SCHOOL AND THEIR IMPACT ON JEWISH EDUCATION

5.1 Management

1. The management of the school is excellent and is a major strength of the school. The Headteacher, Deputy Head and Head of *Limmudei Kodesh* work together in a spirit of harmony and mutual respect and this has a most positive effect on the quality of Jewish education provided by the school. They provide strong and effective leadership and they are highly regarded by the governing body and staff. The Head of *Limmudei Kodesh* has the status of deputy headteacher and as such, she performs a number of generic duties in the school in addition to her responsibility for the Jewish Studies Department. The school benefits from its highly dedicated and hard-working governors and the contribution they make towards the smooth running of the school impacts most positively on the quality of Jewish education provided.

2. Jewish Studies is highly valued and is seen as an integral part of the school. All teachers including the secular staff work in harmony towards shared goals. There is a very clear vision of how the school needs to develop in the future and this is set out in the detailed improvement plan to take the school forward over the next five years.

3. The Head of *Limmudei Kodesh* systematically and regularly monitors and evaluates Jewish Studies and the Jewish Studies teachers. They in turn feel part of the whole school staff and as such, are inspired to work in a mutually supportive teaching environment.

4. The resources for Jewish Studies are used very effectively to meet the educational objectives set by the school.

5.2 Staffing, Resources for Learning, and Accommodation

1. The quality of the staffing, accommodation and learning resources has improved since the previous inspection. Generous staffing levels ensure that the school is able to provide the expertise needed to deliver the curriculum effectively. The dedication and competence of the staff is one of the outstanding features of the school. There are currently thirteen members of staff plus three assistants who collectively provide a healthy balance of experience and youth.

2. The school provides a nurturing environment for its staff. As a result, there is greater opportunity for continuity and staff retention. For example, teachers are given a choice of full or part-time employment when they return following their maternity leave.

3. The school is strongly and actively committed to the professional development of staff. Three teachers gained appropriate qualifications and a further two currently attend a recognised teacher training course in order to obtain qualifications. The school provides opportunities for professional advancement through responsibilities. For example, by appointing teachers as subject co-ordinators or offering them positions in middle management.

4. General school based in-service training is organised for all teachers. *Limmudei Kodesh* teachers attend general staff sessions as appropriate or may have sessions designed for their specific needs. There are also weekly twilight meetings which address issues such as management and curriculum. There are alternate week whole-staff and key stage meetings providing opportunities for *Limmudei Kodesh* and *Chol* (secular) staff to link up. The school's Honorary Principal gives a monthly *shiur* (lesson) for *Limmudei Kodesh* staff.

5. All teachers have contracts and job descriptions. Their lessons are regularly observed and they are regularly appraised by the Head of *Limmudei Kodesh* and the Headteacher.

6. The school is fortunate to benefit from its excellent accommodation. The school has only recently completed a major rebuilding programme to include a new self-contained area for the Foundation Stage and excellent staff resource areas. Further building work is currently underway for Year 2 pupils. The year group blocks of two classrooms per year group attached by a resource area allow support for individuals or groups to be in close proximity to the active classroom learning areas.

7. Classrooms and hallways are bright and spacious and provide ample space for attractive wall displays. Outside each classroom there is a display board designated for *Limmudei Kodesh* and one for general studies. These displays include samples of pupils' original work. There are also many fine examples of cross-curricular work and charts, maps, lists and words which reinforce the learning process. The abundance of displays relating to *Limmudei Kodesh* or incorporating Jewish themes is impressive. These reflect the successful blending of the *Limmudei Kodesh* and *Chol* curricula and contribute significantly to the all-encompassing Jewish atmosphere of the school.

8. Good progress has been made since the previous inspection in improving resources for learning. The library now has a wide range of current children's fiction with Jewish themes as well as reference books for topic work. Classes visit the library regularly and the librarian makes a point of displaying and encouraging interest in Jewish books. The librarian is well informed by class teachers so as to be able to match up pupils' reading levels with books of appropriate interest. The well resourced music room is also used for the Laining Club.

9. As a result of the new staff resource areas, teachers have access to several computers and a wide range of resources. This facilitates the creation of effective worksheets. Each classroom has an updated computer and good use is made of audio-visual equipment. A range of new text books including *Chumashim* have been purchased which enhance and support learning.

10. Excellent procedures are in place to ensure the security of the building at all times of the day.