

HASMONEAN HIGH SCHOOL

INSPECTION REPORT

Local Authority Barnet

Inspected under the auspices of Pikuach

Inspection dates 1-2 November 2017

Lead Inspector Dr Leon Bernstein

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

Type of school Secondary

School category Voluntary aided

Age range of children 11-18

Gender of children Boys and Girls (split campuses)

Number on roll 1142 (258 in sixth form)

Appropriate authority The governing body

Chair of Governors Marc Meyer

Headteacher Andrew McClusky

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Inspection team

Lead Inspector **Dr Leon Bernstein**

Team Inspectors **Esther Colman, Janine Kasmir, Justin Kett**

This inspection was carried out by four inspectors who inspected the boys' and girls' campuses. They visited 42 lessons where the focus was on observing Jewish Studies. They held meetings with governors, staff and groups of students. They observed the school's work, and looked at a range of documentation including students' written work, the Jewish Studies Curriculum, the school's self-evaluation document for Jewish Studies and development plan. The senior leadership team played an active part in this inspection, including attending meetings with inspectors and observing lessons. School leaders agreed with the inspectors' judgements during joint lesson observations. The school's last *Pikuach* inspection took place on 21-22 November 2012.

Introduction

The inspectors looked in detail at the following:

- Outcomes for students in their Jewish education
- Quality of teaching, learning and assessment in Jewish education
- Effectiveness of leadership, management and governance of Jewish education
- Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives
- Quality of provision for students' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*tefillah*)
- The quality of Jewish education in the sixth form

Information about the school

The school was founded by the late Rabbi Dr Solomon Schonfeld in 1944 as Hasmonean Grammar School. It is a voluntary aided, academy school situated in the London Borough of Barnet for students aged 11 to 18 from Orthodox Jewish families. The school comprises two campuses, one for boys in the Hendon area and one for girls in Mill Hill. The school's motto is *Torah im Derech Eretz*.

Inspection judgements

Overall effectiveness	1
Outcomes for students in their Jewish education	1
Quality of teaching, learning and assessment in Jewish Education	1
Effectiveness of leadership, management and governance of Jewish Education	1
Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives	1
Quality of provision for students' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (<i>tefillah</i>)	1

Overall Effectiveness:

The quality of Jewish Learning provided in Hasmonean High School is Outstanding (GRADE 1) because:-

- The quality of leadership and management of Jewish education is outstanding. There is a dynamic and creative vision for Jewish education in which staff, governors and students strive for a culture of excellence.
- The school's leadership consistently anticipates the highest expectations of staff and the highest aspirations for students, including disabled students and those who have special educational needs.
- Teachers are aware of and support the students' needs. All students, including those who are disabled or who have special educational needs, have excellent educational experiences at school. These ensure that they are well equipped for the next stage of their education, training or employment.
- The school's Jewish Studies curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being.
- The school's thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development enables them to thrive in a supportive and highly cohesive, learning community. This is evident in both the formal and informal aspects of life at the school.
- Jewish values are embedded in the daily life of the school.

What does the school need to do to improve further?

- Continue to monitor teaching and learning in order to share good and outstanding practice across both campuses.
- Implement on the boys' campus the new reflective marking system which is used on the girls' campus, in order to share the success of its current impact.
- Ensure consistency of active and vibrant *tefillah* across the two campuses.

Outcomes for students in their Jewish Education is outstanding (GRADE 1) because:-

- The school has a track record of sustained outstanding achievement in public examinations for Biblical Hebrew and Religious Studies. In Biblical Hebrew at GCSE level, 50% of students achieved grades A*/A. At least 93% of students achieved A*-C grades for the last three years. In Religious Studies at GCSE level, at least 85% of students achieved grades A*-C for the last three years. In Biblical Hebrew at A Level, 50% of students achieved grades A*/A and 100% of students achieved grades A*-C last year. In Religious Studies at A Level, 54% of students achieved grades A*/A and 85% of students achieved grades A-C last year.
- Results for internal examinations paint a similar picture. Students show excellent and sustained progress over time. In Years 7-11, nearly every student made 92% good or better progress in *Chumash*. In Years 7-10, 90% of boys made good or better progress in *Gemara*.
- Last year, 100% of boys attended *yeshiva*. The numbers of boys attending *yeshiva* from the Hasmonean High School has been consistently high over the last three years. The most recent Jewish Policy Research indicates that time spent in seminary or *yeshiva* has the greatest long-term impact on Jewish observance. Hence, the school's objective to facilitate students attending seminary and *yeshiva* will hopefully have a lasting impact upon their own lives and the continuation of the Jewish tradition.
- For the last 4 years, 80% of girls on average have attended seminary or another religious programme in Israel.
- Hasmonean students continue to learn after they graduate. Boys leaving school continue to learn in *chaburas* (small groups) with Hasmonean teachers, or go into teaching themselves. A high proportion of girls leaving school become *madrivot* in seminaries. The impact is that Jewish learning continues to be an integral part of their lives as they move into adulthood. As one parent put it: "The school does not just teach Jewish values, it lives them!"
- Jewish learning continues to inform the students' level of observance, and alumni of the school become outstanding role models for Hasmonean students and younger people in the wider community. For example, in the sixth form 'Beis' programme, alumni return and learn one-to-one with students.
- Outcomes are equally impressive for students with special educational needs and disabilities. 100% of SEN students in Year 7 *Chumash* classes make good progress.
- The school's programme for Gifted and Talented students enables students to excel in their Jewish Studies. Last year, over 90% of all Gifted and Talented students made equal to or above expected progress.

The quality of teaching, learning and assessment in Jewish education is outstanding (GRADE 1) because:-

- Much of the teaching in all key stages and most subjects of the Jewish curriculum is outstanding, or at least good. As a result, almost all students, including those with special educational needs and disabilities, as well as the more able, are making rapid and sustained progress.
- Since the last inspection, schemes of work have been developed which have given staff and students greater focus on next steps in the students' learning journeys. One result of this is that students feel that they benefit from greater access to subject material which they can then break down into smaller units before moving on to the next topic.
- Since the last inspection, the Jewish Studies Department now follows the school's general guidelines for marking and assessing. As a result, students are now able to monitor their progress more precisely, using the new levels of their 'Flight Path' tracker. This enables them to see what they need to do in order to achieve the next stages in their learning. The system will be implemented fully in the 2017-18 academic year and the impact of this will be analysed as the new system is embedded.
- Teachers demonstrate excellent knowledge and understanding of the Jewish subjects they teach, and this is reflected in their students' learning.
- Teachers in the Jewish Studies department are passionate about their subjects. They are determined that students achieve well in their Jewish education.
- In many lessons, teachers provide students with meaningful feedback, in line with the school's Jewish values and ethos. In some cases where this feedback was lacking, students had a tendency to take less pride in their work.
- Inspectors saw evidence of self-assessing by students, and this has empowered them to monitor and track their own progress.
- Behaviour in lessons is consistently good and often outstanding. Low level disruption is managed well.
- Links made between Cognitive Skills lessons and *Gemara* learning show the students how to apply their acquired skills more widely. Students are aware of this benefit and value it. One student said: "It helps me with my revision techniques and this has improved my grades."
- Teachers have excellent rapport with their students. Lessons are generally paced well, but with an informal and relaxed atmosphere which allows students to ask challenging questions and similarly to be challenged by the teacher.
- Technology is used to enhance the teaching and learning in lessons. For example, iPads are used to motivate students and enable them to better understand the *Gemara*; segments of *Gemara* can be highlighted and colour-coded for greater focus of particular areas of study.
- In the majority of cases, teachers plan lesson progression with the needs of their students in mind. This is reflected in the smooth delivery in classes, and the manner in which students recognise progression in their own learning.
- In many lessons, inspectors saw work which was set appropriately to different levels of understanding. This enables students to work at their own level. In a minority of lessons, where work was not differentiated, some students lagged behind while others could have been challenged more.
- There has been a huge drive with the new *Chumash* curriculum to improve textual skills and raise the level of students' learning, including the 'Accelerated Track' for the girls. Some lessons are delivered entirely in *Ivrit*, to prepare the girls for seminary in Israel. Particularly impressive examples were seen in a Year 9 class, where the girls were expected to analyse texts using a variety of *Meforashim* (interpretations from classic scholars). They did this with a high level of confidence and competence. The entire lesson was conducted in *Ivrit*.
- Teachers constantly wish to develop their own skills. In-house staff training continually develops the Jewish Studies teachers in their delivery of textual skills. This has had a

positive impact on students. In a survey, 90% of students on average agreed with the statement 'Do you think your textual skills have improved since joining Hasmonean?'

- Since the last inspection, the Jewish Studies Department has introduced strategies to personalise the learning needs of individual students. The number of sets in Years 9 and 10 boys has increased from four to six, and 'Kodesh Extra' has been introduced for girls. These innovations have created opportunities for more personalised learning and have helped staff to plan activities for students of different ability with great success. In a recent student survey, 83% of students felt that they are challenged to explain the answers they give and that there is a culture of incisive questioning in their lessons.
- Over the last academic year, the Jewish Studies Department has introduced a new reflective marking system on the girls' campus. Students now write reflective responses to teachers' comments. The impact of this is that students are more aware of how they need to improve. This evidence can be found in students' exercise books. Inspectors recommend that this be embedded throughout Years 7-11, and then mirrored on the boys' campus.
- Baseline assessments have been used across the whole school to determine each student's starting points with the new level descriptor and skills-based assessments. This allows the staff and students to monitor and track progress and attainment over time, then to set further targets for greater levels of achievement.
- Regular in-house training sessions in department meetings have led to improved teaching and learning at the girls' campus. There is now more independent learning taking place in the classroom and students feel empowered to become resilient learners. One Year 7 student said: "This year in *Chumash* I have learned not to give up so easily."
- Since the previous inspection, the Jewish Studies Department has aligned with the whole school assessment policy. This means that the Department has developed standardised assessments which are taken by the students twice a year. The data from these assessments are processed within two weeks and used to move students to different classes where necessary.
- There is a very clear and detailed assessment and marking policy for Hebrew reading in Years 7-11. Students told inspectors that the assessment and marking policy has helped them to improve their reading.
- Students reflect on teachers' feedback. The students are beginning to cross-reference their set targets with the grade descriptors for future progress. The impact of this in the initial assessment will be analysed later this year.
- There is a whole school approach to address the improvement of teaching and learning of students with special educational needs and disabilities. The 'Flight Path' assessment scheme has been implemented to assess in a more rigorous manner in order to improve progress and attainment outcomes.
- The new assessments allow for skills monitoring in line with the aims of the curriculum. Over the next year it will be important to analyse and ensure effective embedding of this new system across the whole Jewish Studies Department on both campuses. The newest level 10 has been introduced based on the transitioning of different areas of learning required for seminary and *yeshiva*.
- Inspectors saw discrepancies in some areas of teaching and learning between the two campuses. The senior leadership team should ensure that the good and outstanding practice seen during the inspection is shared between teachers on both campuses, for the benefit of all students. Best practice, including areas of teaching and learning, wall displays and assessment, should have a unified approach. Parity between the two campuses should be reflected in the school's development plan. Leaders are addressing this.

The Effectiveness of Leadership, Management and Governance of Jewish Education is Outstanding (GRADE 1) because:-

- The quality of leadership and management of Jewish education is outstanding. There is a dynamic and creative vision for Jewish education in which staff, governors and students strive for a culture of excellence.
- The senior leadership team has developed and implemented systems and structures which frequently monitor, track and ensure excellent student progress in Jewish Studies.
- The high standards in teaching are monitored by a commercial professional development programme. 'BlueSky', a fully integral and robust management system, monitors, tracks and reports on every teacher's levels of professional development. Teachers are given targets which are reviewed throughout the year, and leaders are quick to act on areas for improvement. Senior leaders demonstrated the tracking of staff performance management and showed evidence of a very high proportion of teaching which was good and outstanding. This evidence was corroborated by inspectors during their lesson observations.
- Leaders look beyond the importance of academic statistics and aim to develop each student's potential for their future. For example, the Executive Headteacher commented: "We are not looking just for exam grades. We ask the question: 'What are they going to be like when they are thirty years old? How are they going to give back to the community?'"
- Leaders are passionate about imbuing a love of learning, and demonstrating to all students a love of Judaism, as well as their responsibilities as Jewish adults in society. The Executive Headteacher added: "We don't want to force students, but teach them that ethical choices are a privilege, not a burden."
- The Executive Headteacher, Heads of the boys' and girls' campuses and the Head of Jewish Studies work as a cohesive team to ensure a positive impact on the overall life, ethos and Jewish education of every student.
- The senior leadership team constantly looks to the wider community to enhance the Jewish Studies provision of the school. For example, the Headteacher of the boys' campus visited a school in Manchester and brought back a new plan for the presentation and delivery of British Values in the schools. This has led to a revision of the manner in which the school tracks progress over time in this area. The Headteacher of the girl's campus has also visited schools and seminaries in Israel. As a result of this, the school has evaluated the quality of Hasmonean's teaching and learning in order to prepare students for learning beyond school. The Head of Jewish Studies has visited a number of schools in Manchester. This has led to a broader and more varied programme for all students in Jewish Studies.
- Underperformance is managed through support for teachers. Senior leaders ensure that members of staff are allocated mentors to guide them if necessary, and this is carefully monitored on the school's 'BlueSky' performance management system. This has had a very positive impact; as a number of teachers have improved their performance in the classroom and continue to do so.
- Governors hold senior leaders to account, and this is evidenced in comprehensive minutes from regular governors' meetings.
- Governors are passionate and very much involved in all school areas. However, they need to be aware of the new strategies implemented within the Jewish Studies Department to be able to challenge the impact on progress made by students over time. For example, greater familiarity with the Jewish Studies Department's self-evaluation and Development plan would enable them to appreciate these areas.
- The governors encourage and motivate staff through visits and frequent meetings. Staff very much appreciate the measures to which governors show their gratitude. For example, once a month all members of staff are treated to a lunch by one of the governors. This boosts morale and fosters positive relationships between staff and governors.

- The staff has great confidence in the senior leadership team, as noted in some of their comments. For example: “The Jewish Studies Department is a really professional department with visionary leaders. The girls and boys are enthusiastic about their Judaism and it is a wonderful place to work.”
“The leadership on both sites is exemplary. Leaders work extremely hard to ensure that all staff members are delivering the best possible provision.”

The effectiveness of the Jewish Studies/Education curriculum based on the school’s aims and objectives is Outstanding (GRADE 1) because:-

- The Jewish Studies curriculum enhances the Jewish ethos of the school.
- The Jewish Studies Department’s curriculum document is excellent. It is detailed and comprehensive, and enables students to develop their skills and knowledge in a clear, progressive way.
- The school’s Jewish Studies curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being.
- The Jewish Studies curriculum is broad and balanced, providing students with their full entitlement of Jewish knowledge and experience. It is customised to meet the varying needs of individuals and groups. In discussion with the student focus group, the students were delighted by the fact that the learning in their small groups was perfectly matched to their ability, and that as a result of this they were able to make good progress and have a close relationship with their teachers.
- Approximately 30% of the school day is dedicated to Jewish Studies, increasing to nearly 50% with voluntary after-school *shiurim* and Sunday lessons. The number of students attending voluntary *shiurim* is increasing, which reflects the inspiring programme developed by the Jewish Studies Department.
- Since the last inspection, new schemes of work have been developed, including *Gemara*, *Halacha* and *Nach*. These have helped teachers focus on a spiralling curriculum, which progressively revisits previously learnt knowledge, then moves students forward in their learning.
- The school’s Informal Education Programme prepares the students well for their next stage in Jewish education, be it in the following year group at school or beyond Hasmonean.
- Students are enthusiastic about participating in Informal Education as a part of the school’s provision. The school ensures that students are aware of opportunities to further develop their Jewish learning and practice of Jewish life.
- The popular ‘Active *Kodesh*’ programme focuses on experiential learning and fosters the school’s desire to help students to practise Judaism within the school’s ethos of *Torah Im Derech Eretz*. Students told inspectors that ‘Active *Kodesh*’ reflected the chance they have to help in the community, thus helping others to realise that there is a world beyond the Orthodox Jewish community.
- Students are very enthusiastic about their *Gemara* learning which, they say, impacts on secular studies. For example, they told inspectors that their learning enhances analytical skills which they can then link to other areas of the curriculum.
- Voluntary extra learning programmes are popular. Approximately 50% of girls learn at lunchtime and at weekly after-school extra Jewish Studies lessons. An increasing number attend the voluntary study group *Mishmar* learning programme.
- The ‘*Kodesh* Extra’ girls’ programme attracts 290 girls per week. This is an 18% increase from last year to this academic year. This area of the curriculum has had a very positive impact, and has led to the spiritual enrichment of students’ lives. For example, one

comment was: “*Kodesh* Extra has brought me closer to G-d.” Another comment by a Year 10 girl exemplifies the success of this programme: “*Kodesh* Extra is a perfect balance between having fun and learning important and interesting facts about Judaism.”

- The leadership team will require more empirical data on the impact of ‘Active *Kodesh*’ with respect to outcomes for targeted students, as well as on the morale of the more able students who do not yet have access to these opportunities. This will feature in the school’s development plan.

The quality of provision for students’ spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*tefillah*) is Outstanding (GRADE 1) because:-

- This school fulfils the statutory requirement for collective worship.
- The students are polite, kind and helpful. They show respect to their teachers, to visitors and to each other.
- Although there are some very vibrant *tefillah* opportunities, it is important to develop consistency across the prayer provision. For example, some classes were not as engaged in this area as others, and the school should address this issue for the benefit of all students.
- In recent years there has been a variety of fundraising programmes for *Kodesh* and *Chol*. Guest speakers have included Theresa May (then Home Secretary) and Nicky Morgan (then Secretary of State for Education).
- The school encourages students to look to the wider community for enrichment opportunities. It fosters a respect for, and tolerance of, members of other communities. For example, girls from the school visited an Islamic school to explore other cultures and religions. One student was inspired by this to organise a ‘Great Get Together’ event in memory of MP Jo Cox; the event was attended by the Duchess of Kent.
- Initiatives such as the *Sefer Torah* project, where boys ‘wanted to give something back to the school’, have been a beacon of the school. Most impressive was that having raised £50,000, they used the remaining money to provide school uniforms, such as blazers and shoes, for disadvantaged students.
- Students have participated in communal learning and *chessed* programmes such as the *Tikkun Leil* event organised for *Shavuot* 2017 in conjunction with Hendon *Adass* and *Ezra*. This attracted approximately 100 students and youngsters from the wider community. The boys learned all night and then organised a ground-breaking community event. Two hundred boys, fathers and grandfathers attend the *Ovos U’Bonim* programme on the boys’ campus on a Sunday morning. This is one of the largest programmes of its kind in Europe. In an October 2017 parental survey, 95% of the parents expressed ‘delight’ in all aspects of the programme.
- The school has introduced a new, Year 7 *tefillah* programme: 63% of the Year 7 boys attend this programme every day. As a result, students are exhibiting a clearer understanding of the *siddur* and *tefillah* and are excited to be part of this programme.
- Students acknowledge the provision given to *tefillah*. For example, one Year 9 girl said: “*Tefillah* is a time for me where I can appreciate and reflect on all the amazing things *Hashem* does for me.” Another Year 7 girl said: “I love *davening* with the school. I feel that I have gained an even bigger relationship with *Hashem*.” A Year 8 boy commented: “*Tefillah* to me is a beacon to G-d to communicate, thank and ask for wealth, health, happiness and forgiveness.”
- The ‘First Give’ programme has been running for two years for Year 9 boys. This programme enables the students to raise money for any charity, Jewish or non-Jewish. Local policemen and the Mayor of Barnet attended as judges last year. A policeman said: “Truly touched tonight. Will not forget this evening for a while. You truly have some

- bright young lads in your school that you should be mighty proud of.”
- Hasmonean girls participated in the GIFT *Tu B'shvat* project, delivering 200 fruit baskets to needy families.
 - Assemblies were held on both school campuses following the Grenfell fire tragedy. Assemblies have also focused on terrorist atrocities in the UK in 2017. As a result of this, the boys created a condolence book which was sent to the Mayor of London, Sadiq Khan. This included students' reflections on how to balance religious belief and the incidence of negative events.
 - Weekly form times which focus on British Values are delivered to Years 7-10. Topics include *democracy, tolerance, freedom of faith in the UK* and *individual liberties*. A Year 9 student commented: “I will now think... before I do anything or say *anything* in the future.” A form tutor who delivers the sessions remarked: “These are very important sessions, as they provide me with the opportunity to speak to the students about contemporary and relevant topics which I do not have time to cover in Maths.”
 - Teachers are excellent role models, both on the boys' and girls' campuses. Students very much appreciate this. As last year's Head Boy articulated: “What is so unique about the *rebbeim* in our school is the immense care shown by them for each student, motivating them to learn *Torah* and teaching them about *Yiddishkeit* in a dynamic and exciting way. No matter what one's standard of learning is, the *rebbeim* are able to provide a programme designed specifically to meet the needs of each student, enabling them to fulfil their potential. It is clear to see that the principle of *kol areivim ze lozeh* - that all Jews must take care of each other, is alive in the hearts of everyone here at Hasmonean, and is mirrored from the teachers onto the students.”
 - The *rebbeim's* excellent holistic approach to nurturing the students' spiritual, moral, social and cultural development at the school is evident in the positive way they describe their experiences. As one student said: “I feel like I am part of one big family at Hasmonean, a school that cares very much about me. We all care for each other.”
 - The students are extremely polite, well behaved and keen to discuss all they love in the school and why they are so happy in this school. One boy reflected: “Staff support has enabled me to be comfortable in asking questions and feeling happy about their line of enquiry. I am free to be who I am in the type of Jewish identity and practice I want.”

SIXTH FORM

- Students in the sixth form are well prepared for *yeshiva* and seminary. This is a clear aim which comes from staff throughout the sixth form provision.
- On the boys' campus in particular, the wider UK and *yeshiva* communities consider 'The *Beis*' programme to be a beacon of excellence. 'The *Beis*', which was started 16 years ago, was originally for a select group of Years 12 and 13. The appointment of the current Head of 'The *Beis*' brought rapid popularity to the programme and it has been extended to Year 11 boys.
- Sixth form students proudly share the objective of 'The *Beis*': 'FBC – Frum But Cool'. This is its overarching message and captures its spirit.
- Students are enthusiastic learners. Many students volunteer to put in extra time for learning in their own time.
- Some students were unsure about the new 'Gemara Level Descriptors', which are intended to keep track of their progress. Students were therefore unable to comment on their level of progress.
- Sixth form students at Hasmonean have been developing their understanding of communal responsibility, leading them to take part in initiatives in and out of school. For example, they learn to empathise with disadvantaged children through projects such as the BritSom Project.
- Sixth form students, both boys and girls, develop leadership skills and many become

- communal leaders in youth groups and synagogue services.
- All students are encouraged to take on commitments and responsibilities beyond school. For example, they assisted communities across the UK with the recent *Shabbat* UK celebrations. The rabbi of Woodside Park Synagogue wrote to the school: 'It would be remiss of me not to write and express how deeply impressed the whole community has been with their behaviour, sensitivity to others that may come across religiously different to themselves, their willingness to engage and help out with whatever was required from them and the energy they were able to infuse, no matter that they had little sleep themselves over this *Shabbat*'.
 - Students are invited to enrich their overall experience by participating in the many extra-curricular activities and trips offered by the school. Experiential trips such as the visit to Poland offer Year 12 students the opportunity to understand and appreciate the cultural influences which have shaped their own Jewish practices and heritage. The majority of students take part in this every year. The impact of such trips is evident from the reflective views of the students: 'I believe that the trip to Poland taught me and my fellow classmates that there is no way that we should care how *frum* someone is; we are all the same deep down.' Another commented: 'Walking around Chelmno, I had some time to myself to reflect upon my own life. It gave me a chance to see how unbelievably fortunate I am and yet I never displayed gratitude for these things'.

Views of parents and carers

Pikuach invited all the registered parents and carers of students at Hasmonean School to complete a questionnaire about their views of the school. Parents' views about the Jewish Education provision were positive, with 95% of parents agreeing or strongly agreeing with the statement: 'My child is happy at this school' and 87% agreeing or strongly agreeing with the statement: 'The school encourages high standards in Jewish Studies.' Parents' comments indicated their views on the formal and informal Jewish education at Hasmonean School. Some of their comments appear below:

Limudei Kodesh staff is highly appreciated by my child. The provision of LK is of high quality and extremely inspiring under the leadership of Rabbi Jeremy Golker, Rabbi Muster and Rabbi Hartman, who provide a serious, structured, well-staffed Jewish Studies education to the pupils. LK in HHS is simply striving. HHS LK staff should be commended for their professionalism and enthusiasm which they pass onto the children.'

'At the girls' campus, there is a lot of emphasis on personally connecting with G-d through prayer, and a personal approach to Mitzvot and Hashkafa. More so than on the boys' campus.'

'Equalise Jewish studies between boys and girls.'

'Thank you Hasmonean for everything you do for our son in year 9. When my son was struggling generally saying he wasn't good at the subject the teachers were approachable and encouraged him to keep at it. He was truly inspired and we are very grateful. The after school Gemara programmes are superb and he enjoyed going to them. Many thanks.'

'I'm continually impressed and astounded by my children's knowledge and ability in all their Kodesh subjects. The ethos of the school is outstanding and has set our children on a religious path that we could only have dreamed of. We are very grateful for the Jewish education our children have received and continue to receive, in particular, the Beis programme.'

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 students well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its students.
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 students.