

CLORE TIKVA PRIMARY SCHOOL

INSPECTION REPORT

Local Authority	Redbridge
Inspected under the auspices of	Pikuach
Inspection dates	14 – 15 November 2017
Lead Inspector	Esther Colman

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 children	3 - 11
Gender of children	Mixed
Number on roll	462
Appropriate authority	The governing body
Chair of Governors	Frances Niman
Headteacher	Matthew Neat
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School website	www.cloretikva.redbridge.sch.uk

Inspection team

Lead Inspector	Esther Colman
Team Inspector	Liza Feiner
Shadow Inspector	Rabbi Nicholas Goldmeier

Introduction

This inspection was carried out by two inspectors and one shadow inspector over two days. The inspectors visited 13 classes from Nursery to Year 6 to observe lessons and parts of lessons, including *tefillot* (prayers). Some of the lessons were observed jointly with school leaders. Inspectors held meetings with governors, staff and groups of pupils. The inspectors observed the school's work and looked at a range of documentation, including pupils' written work, teachers' lesson plans, the Jewish Studies curriculum and the school's self-evaluation document. The Headteacher, Deputy Head and Head of Jewish Studies attended team meetings.

The inspectors looked in detail at the following:

- Outcomes for pupils 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 pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*tefillah*).

Information about the school

- Clore Tikva is a two-form entry, primary school, with a Nursery which operates in the mornings and afternoons for children who attend part-time.
- The school's religious policies are decided by the governing body. These follow the guidance agreed by the Foundation that originally set up the school, drawing principally on Reform, Progressive and Masorti Jewish traditions.
- The school is open to pupils from across the religious spectrum whose families have a commitment to the ethos of pluralism and respect for the traditions and practices of others.
- Most pupils are of White British heritage. Around 20% of the pupils are non-Jewish.
- Hebrew is taught as a modern foreign language.
- Jewish Studies is taught as a standalone lesson once a week, while it is also integrated within the National Curriculum. All pupils participate in Jewish Studies lessons, and teachers are aware of the cultural and religious differences of the pupils in their classes.

Inspection judgements

Overall effectiveness	2
Outcomes for pupils in their Jewish education	2
Quality of teaching, learning and assessment in Jewish Education	2
Effectiveness of leadership, management and governance of Jewish Education	2
Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives	2
Quality of provision for pupils' 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 Clore Tikva is Good (GRADE 2) because: -

- The teaching is good. Teachers, particularly in Key Stage 2 (KS2), have high expectations of what their pupils can do. Lessons are engaging and relevant to the lives of the pupils. As a result, pupils' behaviour is consistently good. Pupils respond in lessons with enthusiasm because they are keen to learn and do well.
- Clore Tikva is a well-run school with the capacity to be outstanding in Jewish Studies. The new Headteacher has worked in the school for the past seven years and is very supportive of the school's Jewish ethos and values. The enthusiasm and dedication of the Head of Jewish Studies and the *Ivrit* (Hebrew) Co-ordinator has a very positive impact on the values that the pupils learn and display in their behaviour.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding, with pupils greatly benefiting from the many opportunities for reflection and the impressive partnerships that have been developed with schools in Ghana and Israel. The daily assemblies provide an uplifting experience for the pupils, who join in with enthusiasm in all the prayers. Judaism is lived and breathed at Clore Tikva, where the pupils are encouraged to express themselves through questioning, praying and reflecting on the world in which they live.
- *Ivrit* is taught by language specialists who are supported by the *Ivrit* Co-ordinator. Pupils are introduced to the language from the start of their time in the Nursery and inspectors were very impressed by the ease with which pupils across the school converse in *Ivrit*. Pupils enjoy the lessons because teachers throughout the school are adept at making language learning fun. The *Ivrit* Co-ordinator is a national leader of *Ivrit* teaching. She has designed the *Ivrit* curriculum for Clore Tikva which is used in many Jewish primary schools.
- Parents are very supportive of the school and of their children's Jewish education and they are kept fully informed through regular newsletters and a website.

It is not yet outstanding because: -

- Senior leaders need to drive change and improvement in certain areas more rapidly.
- Standards of Hebrew reading need to be raised, as pupils' achievement in the subject is not as strong as that of Hebrew Speaking and Listening.
- Tracking of pupils' progress both in Hebrew reading and Jewish Studies is not as rigorous as it should be in order to ensure that each pupil makes the very best progress over time.
- In just one Jewish Studies lesson per week, teachers are not able to fully cover the curriculum both in terms of the depth it requires and the use of original Hebrew texts.

What does the school need to do to improve further?

- The school teaches Jewish Studies by integrating it with other subjects. This helps to make the curriculum exciting, relevant and fun. However, Continuing Professional Development (CPD) opportunities need to be provided for class teachers to increase their own subject knowledge in Jewish Studies. This would result in an even greater impact on pupils' learning.
- Jewish Studies and *Ivrit* staff would do well to deepen their understanding of general teaching and learning through CPD offered across the rest of the school, for example how to extend and challenge the more able pupils and how to deploy support staff effectively.
- The school should carry out baseline assessments on entry in Jewish Studies to determine what children know at the start of their Nursery education. This would be a useful tool to measure progress.
- The Head of Jewish Studies would benefit from leadership training to carry out her role more effectively. It is recommended that she becomes a member of the Senior Leadership Team (SLT) to enable her to drive through projects and fundamental areas of teaching and learning, with the authority of a senior leader. Teachers are more likely to respond positively to her as a member of SLT.
- The Head of Jewish Studies and the *Ivrit* Co-ordinator need to have time to monitor their subjects more rigorously, including the way it is delivered, particularly in those Jewish Studies lessons that are taught by class teachers. *Ivrit* and Jewish Studies staff need to work together in order to make sure that there is more effective integration and reinforcement of key Hebrew vocabulary in the Jewish Studies lessons. Teachers also need to continue to raise the standard of Hebrew Reading. A regular staff meeting between the *Ivrit* Co-ordinator and the Head of Jewish Studies is recommended.
- Information and Communication Technology (ICT) should be used more to support Jewish Studies teaching and to make learning more interactive. Some resources are dated and uninspiring. Research should be done into the new and interactive Jewish Studies and *Ivrit* resources which are currently available. This could be done through collaboration with other pluralist schools in order to inject innovation, technology and creativity into the curriculum.
- The school self-evaluates effectively all that takes place. For the self-evaluation process to be more beneficial it should clearly identify areas for improvement in Jewish Studies specifically and how the leaders plan to achieve them. In addition, the school's self-evaluation should acknowledge areas of learning and experiences that dovetail with the formal education programme, so that it can exemplify the overall rich Jewish learning with which each pupil is provided.

Outcomes for pupils in their Jewish education are Good (GRADE 2) because: -

- Children make a good start to their Jewish learning in the early years. This would be even better if the school carried out baseline assessments in Jewish Studies to determine what children know at the start of their Nursery education. Jewish values are an integral part of their learning.
- Foundation Stage pupils are very enthusiastic about Jewish Studies and have a good basic knowledge. Curriculum shows progression from Nursery to Reception and pupils have a weekly *Kabbalat Shabbat* (welcoming the Sabbath) which is a highlight. Children in the Nursery were able to name the items needed for *Shabbat* with confidence.
- *Ivrit* (modern Hebrew) is outstanding across the school and pupils make very rapid progress in the spoken language. *Ivrit* lessons are given in Hebrew and pupils listen and speak with confidence and understanding. Pupils' understanding of the language is reflected in their excellent communication with staff during *Ivrit* lessons. Pupils' achievement in Hebrew Reading is not as strong as Hebrew Speaking and Listening but with the introduction of booster classes and rigorous assessments, rapid progress should be forthcoming.
- Pupils are enthusiastic learners who display a thirst for learning. They make good progress in their Jewish Education and understand the value of Jewish Studies and how it prepares them for living a Jewish life in the future. As one of the Year 6 pupils commented to the inspectors: "the school prepares us so that we can live a Jewish life."
- Jewish Studies makes a good contribution to the values of the school and to pupils' Spiritual, Moral, Social and Cultural (SMSC) development eg through assemblies and links with schools in Ghana and in Israel.
- The curriculum caters for the learning needs of most learners, but more challenge is needed for the HA pupils. More multi-sensory and ICT resources should be used to further improve the curriculum and to make it more interactive.
- Pupils display a secure knowledge of many of the key aspects of Judaism.
- Pupils acquire knowledge and develop understanding quickly and securely in the range of subjects covered in the Jewish curriculum. They learn and apply a wide range of skills to good effect, using critical thinking and comprehension skills and can apply their Jewish knowledge to everyday life. For example, a common theme articulated by the pupils throughout Key Stages 1 and 2 was the importance of helping individuals and the wider community.
- The curriculum creates breadth and balance to support the ethos of the school. Some topics are revisited in older year groups to build on previous knowledge. To supplement areas where it is felt that greater attention is required to develop breadth, informal activities are linked to the different areas of learning. For example, pupils in Year 6 study the Holocaust as part of their WWII history curriculum and make many links to families' personal stories. Elderly residents of local Jewish care homes meet pupils in Y6 and share personal experiences and answer pupils' questions.

The quality of teaching, learning and assessment in Jewish education is Good (GRADE 2) because: -

- Teaching in Jewish Studies and *Ivrit* is consistently good with some examples of outstanding teaching, resulting in pupils making good progress and achieving well over time.
- Teachers, particularly in Key Stage 2, have high expectations and teach lessons which deepen pupils' Jewish knowledge. For example, when teaching about the meeting between Alexander the Great and the High Priest in preparation for the festival of *Chanukah*, pupils were asked to write a diary entry of how they would have felt had they witnessed this meeting. There were excellent links made with literacy, citizenship and history.

- Teachers are excellent role models who care deeply about their pupils' Jewish Education.
- Pupils are interested, engaged and eager to do well in their Jewish learning. They should be given more opportunities in lessons to be active and independent learners. HA pupils are not always given challenging activities to broaden their knowledge and understanding.
- The school has addressed the areas for development concerning assessment which were highlighted in the last *Pikuach* report. There are now formal assessment grids for each topic in Jewish Studies as well as end of topic reflection. For example, after learning about *kashrut* in Year 2, pupils wrote in their reflection books about the signs animals display when they are *kosher*. They are also encouraged to think about the next steps in their learning as part of their reflection process.
- There have been some improvements in the teaching of Hebrew reading since the last inspection with the introduction of booster classes. The school is aware of the need to improve the attainment and progress of Hebrew reading, as it is not up to the outstanding levels in spoken *Ivrit*. Both the Jewish Studies and *Ivrit* Departments are keen to support one another and enhance the Hebrew reading curriculum in order to reach a judgement of outstanding.
- The new Hebrew Reading tracking documents will be an effective way to monitor pupils' progress and to provide the support where necessary.
- The pluralist ethos of the school is evident in many of the Jewish Studies lessons. For example, when teaching about rituals associated with death, examples were given from both within and outside the various Jewish communities.
- There has been a school-wide initiative to raise the standard of teaching and learning and Jewish Studies and *Ivrit* staff would do well to take advantage of this initiative through CPD offered to teachers across the rest of the school.
- Lessons are planned to accommodate classes and groups of pupils, including those pupils who have special educational needs. Teaching assistants are generally well deployed to oversee pupils' work with them. There are occasions when teaching assistants could play an even greater part in challenging these pupils by actively encouraging them to focus on the task in hand and to join in more discussions.
- Teachers monitor and assess pupils' work regularly. Inspectors saw evidence of effective marking, giving pupils a clear understanding of the quality of their work, and providing targets for improvement. The best marking was seen where pupils were encouraged to respond to teachers' comments. This provided a healthy dialogue between teacher and pupil, which not only promoted academic progress but also displayed a harmonious and respectful interaction.
- Teachers and other adults create a positive climate for learning in their lessons, and pupils are interested and engaged. Teachers constantly ask pupils for their opinions, which creates an environment of trust and encourages pupils to express themselves.
- In some lessons, learning moved at too slow a pace. Although teachers tried to engage the pupils by getting them involved – for example, by having them create a sentence in *Ivrit* using a key word – too much time was spent thinking about what to say. This resulted in some loss of teaching and learning time.
- The curriculum shows a respect for the different backgrounds of others and delivers cross-curricular provision, placing the Jewish topics in their broader cultural and scholarly contexts. This is evidenced by the fact that the curriculum is delivered sometimes as a topic linked to the wider curriculum. For example, Year 1 created “10 ways to help our world” linked to the Jewish New Year. Many of the secular class teachers deliver the Jewish Studies curriculum with appropriate levels of support, where necessary, from the Head of Jewish Studies. CPD opportunities for staff to increase their own subject knowledge in Jewish Studies would result in an even greater impact on pupils' learning.

The effectiveness of leadership, management and governance of Jewish Education is Good (GRADE 2) because: -

- The Head of Jewish Studies is passionate about the school and the curriculum. She is a very good role model who inspires the pupils in their Jewish learning. They talk enthusiastically about her assemblies and the values they have learnt through her stories. One child said: “I like *Torah* assembly because Mrs Bendon makes the stories very interesting.”
- The Headteacher and Head of Jewish Studies work together as a strong team to pursue excellence in the school’s Jewish educational activities. This is demonstrated by their drive to maintain and improve the high levels of achievement and personal development for all pupils over a sustained period of time. Their management of the school and the staff is good.
- The Head of Jewish Studies promotes mutual respect and understanding, while the Headteacher enthusiastically supports the Head of Jewish Studies and recognises the need to further develop her role.
- The Head of Jewish Studies is a keen and enthusiastic leader who has high expectations of what can be achieved. She strives to ensure that the pupils leave the school with strong Jewish values and the skills to play an active part in their homes and communities.
- The Jewish Studies Governor is the rabbi of the local Liberal synagogue, who meets regularly with the Head of Jewish Studies and comes into school to observe lessons. His role is also to uphold the pluralist ethos, as all strands of Judaism are equally valued. Rabbis from across the Jewish religious spectrum are invited to come into school to speak in assembly. The school is aware that governors should be encouraged to become further involved with monitoring the curriculum and scrutinising various aspects of Jewish teaching and learning.
- The *Ivrit* Co-ordinator supports staff and models good practice. The *Ivrit* curriculum is monitored and new assessment materials have been created for use this academic year in order to ensure that all pupils are on track to meet the required objectives.

The effectiveness of the Jewish Studies/Education curriculum based on the school’s aims and objectives is Good (GRADE 2) because: -

- The school uses a creative curriculum, with Jewish Studies interwoven. This creates an engaging programme of learning which is relevant to the school community. Examples include the Book Week theme of ‘Aladdin’ linked with the Jews of Bagdad; a Year 4 recycling topic related to the ‘Iron Man’ story and making *Sukkot* (shelters) out of recycled materials.
- The curriculum is well matched to the school’s ethos and vision for Jewish Studies. More multi-sensory and ICT resources could be used to further improve the curriculum and to make it more interactive.
- Curriculum documents in *Ivrit* and Jewish Studies are clear and show progression across the year groups. It should be adjusted effectively in order to meet the needs of the more able.
- The curriculum is designed to encourage the pupils to understand the importance of Jewish values and how to celebrate life cycle events. It encourages pupils to reflect on their own spirituality and beliefs as well as those of other faiths. A Year 6 pupil commented – “I like it how different religions can come together and learn about each other’s faith.”
- The curriculum focuses not just on knowledge but also on understanding themes and higher-level ideas. For example, in a lesson about Jewish history linked to the festival of *Chanukah*, pupils in Key Stage1 were asked to focus on the true meaning of freedom.
- The curriculum is varied, with many topics covered. Curriculum maps are clear and show progression. One of the Year 6 children said: “We do loads of topics each year. It’s a great curriculum.”

- The curriculum includes opportunities for meaningful celebrations which are child-led, such as the Year 2 *Chagigat HaSiddur* celebration and the Year 6 Leaving Ceremony. The Year 6 pupils enjoy being given responsibility and leadership roles. One Year 6 pupil said, "I like the freedom we're given in Year 6!"
- The school's Jewish Education Curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning. This includes outstanding *tefillah* (prayer) experiences, activities, and a number of good and outstanding lessons observed by inspectors.
- The school's ethos and aims are reflected in the different Jewish curriculum areas of study and the pupils leave with a great love and enjoyment of their Jewish learning, from both an informal and formal perspective.

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

- Pupils understand Jewish values and high-level concepts, such as free will and repentance.
- Books relating to SMSC, which are located outside each classroom, provide evidence of pupils' work celebrating the various interfaith and multi-cultural projects in which they have been involved.
- SMSC is evident in displays around the school which highlight both Jewish and British values.
- Effective reflection time is provided during assemblies, which is focused and engages all pupils. Discussions with pupils show that they value reflection time and see it as a meaningful chance to think and connect in a spiritual way.
- Pupils have respect for each other. For example, in an *Ivrit* lesson a pupil worked very well with a new classmate and guided him through the class routine.
- A sense of empathy is developed through discussions during assembly about how fortunate we are and about the charities the school is supporting. Pupils are given the opportunity to choose which charities they would like to support.
- Pupils are encouraged to take responsibility for their actions and to apologise to anyone they have upset. This was consolidated as part of Anti-Bullying week.
- The linking project with a school in Israel is well planned and executed. It enables pupils to understand Israeli culture in a meaningful way. Very innovative projects are planned with the Israeli school for "Israel 70".
- There are many examples of learning about other religions and of interfaith activities, such as the "Peace on a Plate" multicultural cooking evening held at the school in June. Pupils' attitudes towards different religions, ethnic groups and other nationalities are very positive
- For *Mitzvah* Day, the inspection team saw a very effective, well planned and well executed tea for elderly visitors. 35 visitors from Jewish Care came to the school to talk to the pupils about their experiences during the war and to enjoy tea and entertainment. The pupils were very well prepared and took great joy in sharing their thoughts and questions with the visitors. This event was linked to Remembrance Day.
- *Tefillah* (Prayer) is outstanding. Pupils understand the meaning of the prayers they recite and are encouraged to reflect on the relevance of prayer in their own lives. They are confident in leading prayers. For example, in the weekly Key Stage 2 *Torah* Assembly, the pupils led parts of the service with confidence.

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Clore Tikva to complete a questionnaire about their views of the school. Almost 90% of the parents agreed with the question that their child makes good progress in Jewish Studies / Education at this school. The comments below encapsulate their views:

My son has only been there a few months, but he comes home singing songs and speaking Ivrit!! He has started singing grace after meals as well.

A wonderful pluralistic environment, with caring, professional staff that always go the extra mile.

My daughter's knowledge has been totally informed by the school in Jewish Education, prayers and practices and language and I am very happy.

Jewish education is very good but there seems to be little Hebrew practiced at school. She was taught Hebrew well in the past, so I don't know why this seems to have stopped.

Our child is extremely happy at Clore Tikva and is receiving a wonderful Jewish Education.

The Jewish education at the school is one dimensional...for a school that espouses pluralist values I find that in creating Kabbalat Shabbat and prayer the school is fully inclusive, but the classroom teaching is not. I have two children who are in year 4 & year 6.

My son also loves learning all the songs for the Jewish Hagim and sings them to our family. He also enjoys learning about our Jewish history. I'm very happy with his teachings.

One of the great things about this school is that whilst everyone learns Jewish studies there are in fact a mixture of faiths both in the teaching staff and student population which brings an added richness to the school. For those children who speak Hebrew at home there could be more done to enable these children to achieve a higher level.

Have only praise for the school and its education am so happy I have chosen the school to send my children to & carry on the Jewish tradition.

While the Jewish Education seems to be very good at Clore, my child doesn't seem to be learning much Hebrew at the moment, although he was in the past.

My daughter has had an amazing 6 years at Clore Tikva, she absolutely LOVES school and how wonderful they have been the whole time she has been at the school. We will all be very sad for her to leave as every aspect of the school is so special. I find the Jewish studies at the school IMPERATIVE as we don't do enough at home, it keeps us on track and up to date with all the festivals and observances. Thank you.

Over the last 5 years, the school has fallen from bad to worse.

We are regular shul goers and I'm impressed with how much Hebrew my son has already learned in under one term in the school, and the clarity of pronunciation and comprehension has really impressed me as a native Hebrew speaker. I love how they integrate all aspects of Judaism into their everyday studies and activities.

The Jewish studies teachers are phenomenal, and I'm so impressed with their ethos and work.

A wonderful Jewish ethos where respect is valued.

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.