

# WOLFSON HILLEL PRIMARY SCHOOL

## INSPECTION REPORT

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Local Authority      **Enfield**

Inspected under the auspices of Pikuach

Inspection dates      **Tuesday 20 – Wednesday 21 February 2018**

Lead Inspector      **Dr Leon Bernstein**

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

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|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type of school        | Primary                                                                                                                                               |
| School category       | Voluntary controlled                                                                                                                                  |
| Age range of children | 3-11                                                                                                                                                  |
| Gender of children    | Mixed                                                                                                                                                 |
| Number on roll        | 459                                                                                                                                                   |
| Appropriate authority | The governing body                                                                                                                                    |
| Chair of Governors    | Sarah Cotton                                                                                                                                          |
| Headteacher           | Mrs Kirsten Jowett                                                                                                                                    |
| Address               | 154 Chase Road, Southgate, London N14 4LG                                                                                                             |
| Telephone number      | <b>020 8882 6487</b>                                                                                                                                  |
| Email address         | <a href="mailto:schooloffice@wolfsonhillel.enfield.sch.uk">schooloffice@wolfsonhillel.enfield.sch.uk</a>                                              |
| School website        | <a href="https://wolfsonhillel.enfield.sch.uk/enfield/primary/wolfsonhillel/">https://wolfsonhillel.enfield.sch.uk/enfield/primary/wolfsonhillel/</a> |

## **Inspection team**

**Lead Inspector Dr Leon Bernstein**

**Team Inspector Rabbi Nicky Goldmeier**

This inspection was carried out by two inspectors. They visited 15 lessons where the focus was on observing Jewish Studies. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including pupils' 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 almost all of the inspectors' judgements during joint lesson observations. The school's last Pikuach inspection took place on 5-6 February 2013.

## **Introduction**

**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**

- Originally opened in 1992, Wolfson Hillel is a two-form entry voluntary-aided nursery and primary school with a pupil roll of 459. It is much larger than the average-sized modern orthodox school. It draws at least 15% of its pupils from the immediate Jewish community, with the remaining 85% coming from other neighbouring boroughs.
- It is a United Synagogue school situated in the Borough of Enfield and operates under the *halachic* authority of the Chief Rabbi.
- Most pupils are from a white British background; the rest are from a range of Jewish heritage, mainly Israeli.
- The proportion of pupils known to be eligible for free school meals is low.
- The proportion of pupils who have special educational needs and/or disabilities is average, while the proportion who have a statement of special educational needs or education, health and care plan is high.
- The school aims to help its pupils develop their identity by 'fostering opportunities for them to engage in Jewish learning, traditions and culture'. Pupils have many opportunities to learn about their religion and much of this is done experientially.

## 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                                                                                                               | 1 |
| Effectiveness of the Jewish Studies/Education Curriculum based on the school's aims and objectives                                                                                        | 1 |
| 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 Wolfson Hillel school is Good (GRADE 2) because:-

- Pupils have a positive Jewish educational experience which ensures that they are well prepared for the next stage in their Jewish education.
- The school takes effective action to enable most pupils to reach their full potential in their Jewish education.
- Other principle aspects of the school's work, including the quality of *tefillah* (collective worship) is at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development.

It is not yet Outstanding (GRADE 1) because:-

- Levels of literacy in Hebrew appropriate to pupils' age are not yet in line with the school's stated aims for all pupils in Key Stage 2.
- There needs to be an increase in evidence of outstanding teaching and learning seen across all key stages.
- The number of pupils engaged in lessons across the school needs to be increased.

## The school has the following strengths:

- Leaders, including governors, relentlessly strive for excellence in all areas and are passionate about driving improvement.
- The curriculum provides memorable experiences and rich opportunities for high quality learning and wider personal development.
- Teachers are totally committed to the needs of pupils, and work extremely hard to produce a positive climate for learning.
- The school promotes high levels of personal self-esteem, caring for others in the community by engaging in social action and enabling pupils to grow into confident, self-respecting Jewish citizens.

## What does the school need to do to improve further?

- Build on the very sound schedule of Hebrew reading, and ensure that the high levels of reading at the end of Key Stage 1 are extended further up the school.
- Consistently implement monitoring schedules to increase the number of outstanding practice in teaching, learning and assessment across the school.
- Ensure higher levels of pupil engagement in all Jewish Studies lessons.

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

- Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high in relation to their potential.
- The Head of Jewish Studies effectively communicates expectations to senior leaders, governors, and staff about improvement in teaching and learning in Jewish Studies.
- Pupils understand the value of Jewish Studies and they mostly learn well.
- Effective use is made of a range of routine monitoring and evaluation procedures that accurately identify strengths and focus on raising standards that lead to improvement in pupil performance.
- Inspectors heard children read from Years 2 and 6. The Year 2 standards of reading are accurately identified by teachers and this was demonstrated in all levels of reading ability. Given their starting points, pupils in Year 2 make good progress in blending consonants and matching vowels, and clearly applied their knowledge of phonics (matching words to sounds) to the texts read.
- The picture in Year 6 is more variable. In some cases, children are able to translate from Hebrew into English and can confidently navigate both *Chumash* and the *Siddur*, while in other cases pupils are less confident with texts that are routinely said in school. They struggled to blend consonants with vowels, were very hesitant when reading texts, including words and phrases that have been recited for a number of years. In some cases, they had trouble reading words of more than three syllables. Inspectors were impressed with the tenacity of the pupils, who all made great efforts to read.
- When inspectors spoke to pupils about their current topics of learning, many could articulate the learning topic, and some showed good levels of depth of understanding. However, a small number of pupils said that they did not understand the topic, or what was required of them.
- At times, a lack of precision in teachers' questioning led to some pupils making errors. For example, a number of pupils could not give correct translations that had just been explained by the teacher, because they were unsure of the response the teacher expected from them. This then impacted on further learning, which did not produce the outcome expected by the teacher. For example, two pupils using a grammar chart to help them understand a Hebrew

text incorrectly explained: “Prefixes are words without vowels” and “*lach*” (meaning ‘you’ in the feminine singular) “is for masculine and feminine.”

- Hebrew reading data provided by the school shows very good progress. Last year all pupils, including those with special educational needs and disabilities, made significant progress in their Hebrew reading. Some of the data for these outcomes did not match the levels of accuracy and fluency of reading during the inspection among some pupils in Year 6.

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

- Behaviour in lessons is consistently good, and sometimes outstanding. Low level disruption is managed well.
- Teachers in the Jewish Studies Department are passionate about their subjects. They are determined that pupils achieve well in their Jewish education.
- Teaching in Jewish Studies is consistently good, with examples of some outstanding lessons and results, for most pupils, including those with special educational needs and disabilities, in them making good progress and achieving well over time.
- Teachers have high expectations and plan and teach lessons to deepen pupils’ Jewish knowledge.
- Effective use is made of Information and Communication Technology (ICT) in lessons, where teachers use the interactive white board as a useful teaching tool. Colourful pictures and diagrams help pupils pay careful attention to learning tasks and provide visual representations of complex concepts, which facilitates their learning. For example, in one lesson, pupils had to decide on whether a situation was an ‘open’ or ‘closed’ miracle, based on the set of pictures displayed.
- In most lessons observed, pupils were engaged and understood the teaching points being covered. However, in some lessons inspectors observed that pupils misunderstood what to do and subsequently made a number of errors which may have been avoided.
- Inspectors noted outstanding teaching in some lessons, especially in the Early Years Foundation Stage where staff made maximum use of teaching and learning time, with impressive results. For example, one class in Reception was working on a new Hebrew letter (*koof*) and the teacher expected the children to blend it with a series of vowel sounds and consonants, using their knowledge of phonics – matching sounds to words. The children achieved this with much excitement and enthusiasm.
- The school has a clear marking system, and this is followed by staff. In some cases, inspectors noted that there were variations in the quality and consistency of marking and feedback.
- Teachers have strong subject knowledge and confidence which inspire pupils and contributes to their progress in Jewish Studies.
- An innovative system monitoring Hebrew reading homework, the ‘See-saw app’, was implemented in September 2017 for some pupils in Years 3 and 4. Pupils can record themselves reading and upload the recording. The teachers can then access this and listen to the reading. It is currently on trial and its impact will be reviewed in due course.
- Inspectors saw good use of time management in most classes. In some classes, a number of pupils were not focused throughout the lesson and tended to lose concentration.
- In most lessons, teachers challenge pupils and encourage them to think for themselves. Inspectors were impressed with the three levels of challenge in all lessons: ‘Challenge, Super Challenge and Supersonic Challenge.’ Where teachers employed these challenges fully, pupils were stretched to use higher level thinking skills. For example, in one class pupils were asked: ‘Why is *mishloach manot* a *mitzvah*?’
- In some lessons, inspectors saw less challenge; for example, when teachers fed the class too much information, which prevented independent learning for a number of pupils who appeared capable of this.

- Professional development sessions are given frequently, and the senior management team matches such sessions to the needs of staff.
- Books are frequently checked by senior staff to ensure that marking follows the school's marking policy.

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

- Governors hold senior leaders to account. This is evidenced in comprehensive minutes from regular governors' meetings.
- Senior leaders, as well as governors, have a clear and shared vision of the school.
- The leadership of the school, including governors, monitors the school's Jewish curriculum, both formal and informal, to ensure that it provides highly positive experiences and rich opportunities for quality learning. This contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.
- The leadership, including governors, works hard to establish the essential systems and structures to ensure quality Jewish education, and provides staff with support, encouragement and challenge.
- Comments from the staff questionnaire were overwhelmingly positive, showing a strong allegiance to the school in general and to the senior management team in particular. One member of staff wrote: 'I feel very well supported in this school and really enjoy being part of the team'. Another wrote: 'A very supportive Headteacher and Head of Jewish Studies in a caring school, where teachers can thrive and express their love of *Yiddishkeit* (Judaism) in full!'
- Senior leaders hold all staff to account in all aspects of teaching, learning and assessment. Staff members are appraised annually, when they are set targets for the year. Staff targets are reviewed in February and July. Leaders are rigorous in their drive to get the very best out of all staff.
- The school's team leading on progress and welfare for pupils with special educational needs and disabilities works extremely well in tandem with the Head of Jewish Studies to ensure that the provision of support in all areas of Jewish Studies is of a very high standard. The SENCO keeps meticulous records of every pupil to enable them to maximise their potential. These records are carefully shared with all relevant subject teachers, who use them to inform their planning.

### **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 school's Jewish curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning. This includes *tefillah* (prayer) experiences and school trips. For example, pupils visit a *Mikveh* (ritual bath) in the local synagogue, take part in *Shabbat UK* (a UK-wide celebration of the Sabbath) and a residential *Shabbaton* (residential Sabbath) in Lincolnshire. Pupils gain an enormous amount from these experiences. One pupil commented: "My favourite thing about the *Shabbaton* was eating a big dinner with my friends and singing songs. It made me feel closer to *Hashem* and I realise how much fun *Shabbat* really is."
- Cross-curricular provision, placing the Jewish topics in their broader contexts, is outstanding. For example, during a Key Stage 1 assembly, pupils sang songs about *Purim* in English and Hebrew. In Year 2, the music teacher taught songs in English and *Ivrit* (Modern Hebrew) about *Purim*, playing the piano whilst the pupils excitedly joined in with actions.

- Pupils are enthusiastic about participating in Informal Jewish Education as a part of the school's provision. The school ensures that pupils are aware of opportunities to further develop their Jewish learning and practice of Jewish life.
- Informal Jewish Education promotes the Jewish ethos at the school. This can be seen in the great variety of activities regularly taking place and enjoyed by the pupils. Some examples of these are seen in the way staff plan events to celebrate key days in the Jewish year to enhance the atmosphere and make a connection with noted Jewish days, such as 'Mitzvah Day', *Yom Ha'atzmaut* (Israel Independence Day) and *Purim*.
- External organisations, such as Seed, Tribe and Kisharon are invited to work with the school to increase community involvement. These have made a very positive impact in the school. For example, over 700 parents and children attended the family education programme last year. Other noted successful events include the Hebrew reading crash course, parental educational sessions and family *Shabbatonim* (Sabbath activities). These have been enormously successful and parents have acknowledged their positive impact. One parent commented: 'What a *Shabba!* It was amazing to be part of it', and another wrote: 'I enjoyed the courses so much I signed up for one of the advanced courses. My word of advice: don't be scared to join up – Go, learn and have fun!'
- The school uses the external Jewish Curriculum Partnership (JCP) curriculum for both *Chumash* (Bible) and *Ivrit* (Modern Hebrew). This provides a well-organised and effective opportunity for learning and a broad range of experiences which contribute well to the pupils' Jewish development and well-being.
- The school's 'spiralling curriculum' methodically and incrementally builds on pupils' subject knowledge as they progress through the years. This ensures that as well as necessary revision of previously learnt material, new material is systematically learnt.

**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:-**

- The school fulfils the statutory requirement for collective worship.
- Pupils show respect towards each other and to adults. They are polite and care about the feelings of others.
- Pupils listen well to instructions from adults and act on them immediately.
- All the pupils seen by the inspectors seem happy to be in the school. They show respect to each other and to staff at all times. They were also very courteous to the inspectors.
- Displays across the whole school in classrooms and circulation areas are varied, interesting and appropriate. They integrate the whole secular and Jewish Studies learning environment and ethos, including displays about values. These include displays about the Jewish and global community, charity, kindness and compassion, and building personal relationships.
- Each classroom has a 'Hillel Values' display with quotations from various Jewish texts, which children are encouraged to respond to. For example, next to the quotation: 'Do not separate oneself from the community', a child posted the comment: 'I went to *shul* (synagogue) and packed *mishloach manot* (food for people in the local community) for the poor and charities'.
- The school runs a successful Informal Jewish Education Department. It supports a number of *tzedakah* (charity) organisations, both Jewish and non-Jewish including the Jewish Blind and Disabled, Chai Cancer Care, Magen David Adom, Water Aid and Great Ormond Street Hospital.
- The Jewish Studies members of staff are passionate about imparting deep levels of spirituality and a love of Judaism. Pupils leave Wolfson Hillel School with a strong and positive Jewish identity. The Head of Jewish Studies summarised as follows: "The Jewish values which underpin daily life at Wolfson Hillel enable us to achieve our ultimate goal in helping each child to develop a strong Jewish identity. Our children love and live Judaism."

## Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Wolfson Hillel Primary School to complete a questionnaire about their views of the school. Parents' views about the Jewish Education provision were overall very positive, with 96% of parents agreeing or strongly agreeing with the statement: 'My child makes good progress in Jewish Studies at this school' and 96% agreeing or strongly agreeing with the statement: 'The school encourages high standards in Jewish Studies.'

The comments below encapsulate their views:

*'My children's progress has exceeded my expectations in regards to all educational aspects at the school, including their Jewish Studies. Every week they come home singing new songs and on some occasions, even teaching me things.'*

*'I am extremely happy with the Jewish education that my child has received during his time at Wolfson Hillel. As he moves into secondary education later this year I am confident that the Jewish education and values he has been taught at school will stand him in good stead for his future. Thank you, Hillel.'*

## 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. |