

Broughton Jewish Cassel Fox Primary School

Inspection report

LEA	Salford
Inspection dates	24 th -25 th June 2009
Inspected under the auspices of	Pikuach
Lead Inspector	Rabbi Geoffrey Shisler,
Team Inspector	Mrs Esther Colman

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

Type of School	Voluntary Aided	School address	Legh Rd Manchester
School category	Primary		M7 4RT
Age range of pupils	4 - 11		
Gender of pupils	Mixed	Telephone number	0161 792 7773
Number on roll	361	Fax number	0161 792 7768
Appropriate authority	The Governing Body	Chair of governors	Mr Alex Pfeffer
Date of previous inspection	3 rd -4 th July 2006	Headteacher	Dr Leon Bernstein

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Introduction

Description of the school

Broughton Jewish Cassel Fox Primary School is a two-form entry Voluntary Aided orthodox Jewish school for girls and boys aged 3-11. It has a strong Zionist ethos. It is located in Broughton Park, Salford, an area of Manchester which has a high concentration of observant, orthodox Jewish families from which many of its pupils come. Others come from South Manchester as well as from Leeds and Liverpool.

The school has a maintained nursery, two reception groups and the full range of infant and junior-age classes. In addition to the 361 pupils currently on roll, it also has 27 pupils in the Kindergarten.

It has gone through a number of senior management changes in recent times. The new head teacher arrived in January this year, while the Acting Head of *Kodesh* in Key Stage 2 began in post only three weeks before the start of the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Unsatisfactory

Overall effectiveness of its provision for Jewish education

Broughton Jewish, Cassel Fox Primary School provides a good *Kodesh* education for its pupils. Pupils receive a very good start to their Jewish education in the nursery, and standards in the Foundation Stage are high. Standards throughout the rest of the school are good, more so at Key Stage 1 where the head of department has maintained a consistently high standard. However standards in the Early Years are not maintained, mainly because of outdated teaching methods employed by the majority of teachers. In addition, the recent absence in the key posts of head teacher and head of Key Stage 2 *Kodesh* has had a negative impact on the effectiveness of the delivery of the *Kodesh* programme. Little work has been done to develop the curriculum and there is not a consistent system for planning at either Key Stage.

The school is actively seeking to appoint a permanent Head of *Kodesh* for the entire school. The new, dynamic head teacher arrived in January and is totally committed to raising the levels of achievement in Limmudei *Kodesh* to a high standard. When he will be complemented by a head of *Kodesh* who will share his vision, the school will have the capacity to make significant improvements.

Grade: 3

What the school should do to improve further

1. Institute programmes to train staff in the use of modern methods of teaching.
2. Develop the curriculum to make it user-friendly, into schemes of work and level descriptors, to provide an indication of learning appropriate to attainment at each level.
3. Develop a consistent system for planning at Key Stages 1 and 2 to include long term, medium term, short term and lesson plans.

Achievement and standards

Achievements and standards in the Foundation Stage are good, with some outstanding features. In the rest of the school, whilst they are good, inspectors feel that they have generally not reached the higher levels that they could, mainly because of the lack of imagination and variety in the presentation of lessons. There are few attempts to set targets for pupils, and most text work is learned through rote repetition.

A cross-section of pupils from Years 2, 4 and 6 were interviewed and levels of reading and general Jewish knowledge were found to be good.

Pupils are streamed throughout the school according to ability, and at Foundation Stage and Key Stage 1 this is very effective, in that it allows pupils to develop at their own level. The unusually large number of *Kodesh* staff at Key Stage 2 means that some of the groups are very small, as few as 6 pupils, and inspectors feel that

this has a detrimental effect on pupils' learning. In very small groups pupils are deprived of the opportunity to hear and consider the views of many others.

Little evidence of work being set at different levels of ability was seen in lessons. Pupils are streamed and classes and groups are taught at the appropriate level. Despite outdated teaching methods, pupils do make progress.

Grade: 2

Personal development and well-being

The school's provision for pupils' spiritual, moral and social development is outstanding and in line with the ethos of the community it serves. Teachers are very good role models and pupils say their *tefillah* and *bensching* with *kavonoh*. Pupils are encouraged to respect those of other cultures and faiths and there are links with St Gilbert's Catholic School. Most pupils enjoy school as demonstrated by their considerate behaviour both in and out of class, positive attitudes to *Kodesh* lessons and regular school attendance. Pupils feel safe in the school environment and know who to speak to if they have any problems. Pupils contribute to the Jewish and wider communities in various ways. They visit and entertain the residents of the local Jewish homes for the aged and are involved in collecting money for various charities both Jewish and non Jewish. There is an effective School Council which meets regularly and is actively involved in making decisions that affect the life of the school.

Grade: 1

Quality of provision

Teaching and learning

The quality of teaching is mostly satisfactory, however there were some examples of good and outstanding teaching. No lessons observed were less than satisfactory. Teachers are dedicated to their pupils and committed to develop their pupils' knowledge and *middos*.

Although there is an Interactive White Board in every classroom, which is used by teachers to a greater or lesser degree of effectiveness, this was almost the only teaching aid observed during the course of the inspection. The main teaching resource in Key Stage 2 was a *Chumash*. In most lessons pupils did little activity beyond chanting verses, translating them, or listening to the teacher speak. By almost exclusively using this method of teaching, pupils, who are mostly exposed to modern technology in other areas of their lives, are missing out on the benefits to be gained by employing a more modern approach to teaching.

Where teaching is good or outstanding, this is as a result of using resources including the Interactive White Board to its full potential, while actively engaging the pupils. In most lessons pupils are passive recipients of knowledge imparted by the teacher, rather than active participants. Further training in up to date teaching methodology which is less instructional would help to raise the level of independent learning skills across the school.

There is very little written work undertaken by pupils in *Kodesh* lessons and much of what is produced is work sheet based and few opportunities are given for pupils to work on their own to develop their thinking skills. The marking of work does not move pupils on to a higher level.

Planning in the Early Years is of a high standard and *Kodesh* is fully integrated into the 6 areas of learning. Pupils work in small groups and enjoy their *Kodesh* lessons as demonstrated by a group of Nursery children being engaged in their *Parasha* lesson on *Korach*. The teaching in Foundation Stage and Key Stage 1 is based on *Chanoch lana'ar al pi darko* - 'teach the child according to his own abilities' and pupils are encouraged to progress at their own level in both reading and other subjects. The implementation of the ALEF BET CHAMP programme is continuing to raise standards in Hebrew reading in Key Stage 1 but these are not always kept up in Key Stage 2.

There was very little evidence of lesson planning, and that which inspectors did see was of a poor quality. Very little evidence of assessment was seen in Key Stage 2, however formative assessment in Hebrew reading and *Chumash*, in which teachers take careful note of how pupils respond to, and ask questions, was good in Key Stage 1 and Reception.

Grade: 3

Curriculum and other activities

Teachers expressed the view that the *Kodesh* curriculum in its present state, which is the same one the school has been using for 10 years, needs development to make it user friendly. The Acting Head of Key Stage 2 *Kodesh* has started working on breaking the curriculum down into schemes of work and level descriptors. The work on the General Knowledge section of the curriculum shown to inspectors was impressive and will in time address this issue.

Displays of *Kodesh* are to be found everywhere around the building. They are of a high quality and serve to enhance the positive Jewish ethos that pervades the entire school. The inspection took place at the beginning of the month of Tammuz, and there was already an excellent presentation on the 17th Tammuz on display.

Earlier in the year the school took a large group of pupils from Year 6 on a highly successful visit to Israel.

Grade: 3

Care, guidance and support

Pupils receive excellent care, guidance and support in their Jewish learning during the school day. Members of staff are outstanding role-models and are well-liked by the pupils. The school also encourages parents to maintain the standards taught to pupils in the school. For example, all mothers have been requested to maintain modest dress when bringing their children to the school and collecting them.

Pupils know who to go to if they have a concern and are well-supervised during breaks and lunch time.

Tephillah takes place every day in individual classrooms and grace before and after meals is recited enthusiastically.

Owing to the lateness of sending out the parents' questionnaire, only a few were returned, but evidence from them, as well as from informal discussions with some parents, reveal that the majority of parents are supportive of the school and broadly happy with the progress made by their children in Limmudei Kodesh.

Grade: 1

Leadership and management

The leadership of the school changed in January with the arrival of a new head teacher, and the appointment of an Acting Head of *Kodesh* at Key Stage 2 who only started three weeks before the inspection. The head is totally committed to raising the levels of *Kodesh* throughout the school and monitors teaching and learning through lesson observations. He has identified areas for improvement.

The Head of Key Stage 1 is highly experienced and provides good leadership. The continuity of leadership at this level has ensured that standards have remained high.

The acting Head of Key Stage 2 is an expert in Information Technology. He has already produced some outstanding material that he intends introducing into the school in the near future. However, in order to make full use of it, staff will need to be trained and committed to this new technology. This can only be achieved if teachers are prepared to attend training sessions which will enhance and develop their teaching skills.

The governors and principal, as well as the head teacher and heads of department are all actively involved in the *Kodesh* of the school and are well aware of its strengths, and the areas that need further development. Leadership of the school is successfully focussed on raising standards and achievement in Kodesh. The school is therefore well-placed to implement the changes that will effect further improvement.

Grade: 2

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 unsatisfactory.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of pupils?	3	
How well does the school work in partnership with others to promote pupils' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation		
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	No	

Achievement and standards

How well do pupils achieve?	2	
The <i>standards</i> ¹ reached by pupils	2	
How well pupils' make <i>progress</i> , taking account of any significant variations between groups of pupils	2	
How well pupils with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the pupils?	1	
The extent of pupils' spiritual, moral, social and cultural development including collective worship	1	
The behaviour of pupils	1	
The attendance of pupils	1	
How well pupils enjoy their education	1	
The extent to which pupils adopt safe practices	na	
The extent to which pupils adopt healthy lifestyles	na	
The extent to which pupils make a positive contribution to the community.	2	
How well pupils develop workplace and other skills that will contribute to their future economic well-being	na	

The quality of provision

How effective are teaching and learning in meeting the full range of pupils' needs?	3	
How well do the curriculum and other activities meet the range of needs and interests of pupils?	3	
How well are pupils cared for, guided and supported	1	

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

including provision for collective worship?		
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Leadership and management

How effective are leadership and management in raising achievement and supporting all pupils?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all pupils achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that pupils are protected	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

The extent to which schools enable pupils to be healthy	Delete as appropriate
Pupils are encouraged and enabled to eat and drink healthily.	NA
Pupils are encouraged and enabled to take regular exercise.	NA
Pupils are discouraged from smoking and substance abuse.	NA
Pupils are educated about sexual health.	NA
The extent to which providers ensure that pupils stay safe.	Delete as appropriate
Procedures for safeguarding pupils meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Pupils are taught about key risks and how to deal with them.	Yes
The extent to which pupils make a positive contribution	Delete as appropriate
Pupils are helped to develop stable, positive relationships.	Yes
Pupils, individually and collectively, participate in making decisions that affect them.	Yes
Pupils are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable pupils to achieve economic well-being	Delete as appropriate
There is provision to promote pupils' basic skills.	Yes
Pupils have opportunities to develop enterprise skills and work in teams.	NA
Careers education and guidance is provided to all pupils in Key Stage 3 and 4 and the sixth form.	NA
Education for all pupils aged 14–19 provides an understanding of employment and the economy.	NA

