

THE INDEPENDENT JEWISH DAY SCHOOL

1. Introduction

The purpose of the inspection was to report on

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

Basic Information About the school

Name of School	Independent Jewish Day School
Type of School	Mixed Primary
Status	Voluntary Aided
Age Range of Pupils	4-11
Principal	Rabbi A. Kimche
Headteacher	Amanda Lando
Head of <i>Limmudei Kodesh</i>	Motti Goldstein
Address of School	46 Green Lane, Hendon, London, NW4 2AH
Telephone	0208 203 2299
Chair of Governors	Mrs. D. Kestenbaum
Local Education Authority	Barnet
Dfee School Number	3515
Reporting Inspector	Mr. D. Felsenstein
Team Inspector	Rabbi G.L. Shisler
Date of Inspection	20-22 Adar2 5763, 24-26 March 2003

INTAKE OF PUPILS AND THE AREA SERVED BY THE SCHOOL

The school was founded in 1979 as a modern orthodox Zionist school. There are 169 pupils on roll in seven classes: a reception class, two Key Stage 1 and four Key Stage 2 classes.

The aim of the school as defined in the school's handbook is to promote a culture "where Jewish life and learning are in harmony with each other". The school seeks to achieve the highest standards as appropriate for each pupil, in both *Limmudei Kodesh* and secular subjects, in partnership with parents.

SCHOOL DATA AND INDICATORS

Number of full-time pupils

Year	Boys	Girls	Total
Reception	12	15	27
1	13	15	28
2	15	10	25
3	10	13	23
4	15	9	24
5	12	14	26
6	11	5	16
Totals	88	81	169

Number of pupils having a statement of Special Educational Needs	5
Full-time equivalent Jewish Studies Teachers	4.3
Full-time Jewish Studies teachers	3
Part-time Jewish Studies teachers	1.3
Support teachers	3
Pupil to teacher ratio in Jewish Studies (with support teachers)	1:23
Average class size for Jewish Studies	24

Teaching time for Jewish Studies weekly	
Reception	10 hours
Years 1-3	10 hours per class
Years 4-6	10 hours per class + Thursday extra voluntary hour for Years 5 and 6 + Sunday morning extra voluntary 1 1/2 Hours
Destination of 2002 leavers	Mainly to Hasmonian High and a few to Immanuel College and to non-Jewish independent schools

RECORD OF THE EVIDENCE BASE OF THE INSPECTION

Lessons observed

Reception -2 Key Stage 1 - 4 Key Stage 2 - 6

Two inspectors carried out the inspection. In the course of the inspection, apart from lessons observed, a Key Stage 1 *Tefillah* assembly and four class *Tefillah* assemblies were attended, and children were observed around the school, in the playground and in the dining hall.

A representative sample of three pupils from each of the year 1-6 classes were interviewed and tested, and all their *Limmudei Kodesh* written work inspected.

Discussions were held with governors, the newly appointed headteacher, the head and deputy-head of *Limmudei Kodesh*, the *Limmudei Kodesh* SEN co-ordinator, teachers and pupils.

Policy documents, the curriculum, teachers' lesson plans, assessment documents and records were carefully studied before and during the inspection. The inspectors were also shown the considerable range of pupils' work on display in the corridors and classrooms.

34 parents responded to the questionnaire and an analysis was compiled and made available to the school.

2 Summary

2.1 Main Findings

- 2.1.1 The school provides a stimulating environment for its pupils. It remains true to its founding aims of providing a modern orthodox and Zionist Jewish education with *Ivrit* as the language of teaching in *Limmudei Kodesh*.
- 2.1.2 The curriculum is now less detailed than previously and allows a degree of flexibility to the teaching staff. It is broad and strongly emphasises the teaching of skills. Its delivery is now more effective because of carefully directed and monitored support to pupils in need, and because of well-prepared differentiated work. The overall oral standards are good but some of the deficiencies in written work go unchecked. The department has implemented a policy to improve the standards of reading and writing that needs to be maintained. There is documentary evidence of the development of a cross-curricular policy and of work already undertaken, but none was seen in the lessons observed.
- 2.1.3 The quality of teaching is of an even higher standard than at the last Pikuach inspection. Every lesson observed was better than satisfactory, and some were outstanding and really enthused the pupils. This improvement has been assisted by the changes to the length of Key Stage Two lessons, although some lessons in Key Stage One are still long. Also, an occasional use of a word or phrase in English allows the lessons to flow more fluently. As a result, achievement and progress in *Limmudei Kodesh* are good.
- 2.1.4 The school continues to provide a safe and secure environment for its pupils. Staff act as excellent role models and are available for help and advice. Interpersonal relationships are good and behaviour observed inside the classrooms, in the corridors, the dining hall and in the playground was usually good. Pupils went out of their way to be helpful and all this reflects the emphasis placed on the teaching of *Middot* in the school and on helping those less fortunate through involvement in *Tzedakah* activities.
- 2.1.5 The school complies with the statutory requirements for collective worship through its assemblies, class *Tefillah*, *Birkhat Ha'mazon* and the reciting of

appropriate *B'rachot*. The quality of *Tefillah* is high - pupils *daven* with enthusiasm.

- 2.1.6 The management of the department is now of a high standard. The head of *Limmudei Kodesh* is not only a very able administrator, but has very good interpersonal skills. He has motivated his staff to plan lessons well, to produce materials of a high standard and to commit themselves wholeheartedly to the interests of the pupils. The appointment of his deputy and of a *Limmudei Kodesh* SENCO (Special Education Needs Co-ordinator), who organises and directs the support teaching efficiently, have added breadth and depth to the department and corrected weaknesses identified in the previous Pikuach inspection. As a result of the effective management direction, support teachers now play a vital role in the delivery of the *Limmudei Kodesh* curriculum.
- 2.1.7 Parents receive good information about their children's progress through weekly class newsletters, bi-annual class parents' meetings and annual reports. However, an inspection of pupils' work indicate that marking, which often consists of ticks and stickers, is not helpful in enabling pupils to know what must be corrected to improve their work. The teachers, however, do keep adequate records of pupils' progress and needs. The school is currently implementing a new marking policy for *Limmudei Kodesh* based on a new policy adopted for *Chol*.
- 2.1.8 The department is well resourced, although there is always a need for more. The department is aware of the high cost of its maintenance and endeavours to use its resources as efficiently as possible.
- 2.1.9 There have been significant improvements since the last inspection. The governors, headteacher and the *Limmudei Kodesh* department are to be warmly congratulated on the improvements to date and of having taken aboard the Key Issues for Action of the previous inspection.

Key issues for Action

There are no Key issues, but the governors should note the various points made in the body of the report.

3.1 Achievement and Progress in Jewish Education

- 3.1.1 The school only accepts pupils from religiously observant homes. This means that all parents are fully committed to a sound Jewish education for their children, and so the level of support from parents is high. This encourages pupils towards higher achievements.
- 3.1.2 The standards achieved by pupils in *Limmudei Kodesh* throughout the school, when measured against the school's expectations are high.

- 3.1.3 Children from all ability ranges were tested from every class. The level of Jewish knowledge amongst all those seen was good, and in some cases excellent.
- 3.1.4 The school places great emphasis on teaching skills rather than just giving information to pupils, and it was pleasing to see the most able pupils instinctively turn to *Rashi* to try to comprehend the meaning of a word or a verse.
- 3.1.5 When compared to other schools, the general standard of Hebrew reading is good. However, it was felt that even some of the more able children were not as accurate in their reading as they should be. The school has developed a reading policy since the last inspection and does take remedial action where necessary. This is an area that always needs constant attention.
- 3.1.6 The standard of handwriting is variable. Greater insistence on care in written work should be made.
- 3.1.7 Only a limited amount of creative writing in Hebrew was seen. Amongst such work viewed there was some of a good standard. This activity is sometimes undertaken using a Hebrew word processor.
- 3.1.8 The amount of oral input by the children in *Ivrit* lessons is constrained by each child's confidence and ability to speak Hebrew. In some lessons observed it was felt that children were not being encouraged enough to speak Hebrew aloud.
- 3.1.9 The level of comprehension of spoken Hebrew is high. Children generally understand instructions, and although they often answer in English, it is evident that they have understood the teacher.
- 3.1.10 Classroom assistants are well-guided and used by teaching staff. They know what their role is and fulfil it well. Children respect them and treat them as teachers. Support staff sit in every lesson to aid the children with special needs. They ensure that every child understands the lesson and what is expected of him/her.
- 3.1.11 Assistants and support staff are valuable members of the teaching team, providing demonstrable help to the teachers. Observations suggest that it would not be possible to teach such a wide-ability range as is found in every class with the same effectiveness, without them.
- 3.1.12 Standards achieved by children with special needs are greatly improved owing to the well-organised *Limmudei Kodesh* special needs department.
- 3.1.13 While children at the lower ability levels are well-supported, it is also important to ensure that the ablest pupils are also always extended.

3.1.14 The school took on board a number of suggestions from the previous Pikuach inspection, and there is no doubt that the standards are appreciably higher since then.

3.2 Pupils' attitudes, behaviour and response to Jewish Studies

3.2.1 Pupils' attitudes to *Limmudei Kodesh* in lessons are positive and often enthusiastic. They are generally well motivated and interested. Their enthusiasm is particularly evident in *Tefillah*.

3.2.2 The concentration of pupils is usually good, though sometimes, especially during the oral introduction, the concentration of some pupils, especially those with special needs, may flag. However, the presence of well-directed support teachers helps to keep the attention of pupils on their work.

3.2.3 Behaviour during lessons is usually good and teachers successfully establish an atmosphere in which learning takes place.

3.2.4 Pupils are polite around the school and play pleasantly in the playground. No poor behaviour was observed around the school or in the playground during the three days of the inspection.

3.2.5 Pupils are friendly and work well in groups. They were observed helping each other, not only in lessons, but also in *Tefillah*. Their general helpfulness and demeanour are examples of the way they are influenced by the school's emphasis on *Middot*, and by the excellent adult role models in the school.

3.3 Collective Worship - *Tefillah*

3.3.1 The school complies with the statutory requirements for collective worship through daily *Tefillah*, *Birkhat Ha'mazon*, and the reciting of *B'rachot* on appropriate occasions.

3.3.2 There are weekly Key Stage 2 services held in the hall, and on other days, pupils have *Tefillah* in their classrooms.

3.3.3 *Davening* in the junior and four class services observed was of a very high standard. Pupils were observed assisting each other, whilst teachers encouraged or even counselled some who had come to school unhappy. Concentration was good. Although the recitation of *Tefillah* was undertaken with great gusto, the introduction of more singing, as opposed to chanting, would provide more variety to the davening.

3.3.4 On special occasions, the school's principal joins whole school assemblies and addresses the pupils. Staff and pupils appreciate this.

- 3.3.5 The whole *Ruach* of *Tefillah* in the school reflects in the best possible way its aims as an orthodox and Zionist school, and sets a fine tone for each day's work.

4.1 Quality and Range of the Curriculum

- 4.1.1 Since the school has a policy of *Ivrit B'Ivrit*, most of the *Limmudei Kodesh* subjects are taught in Hebrew. There is, however, a very sensible mixture of languages used when teaching text which ensures that even those pupils whose knowledge of Hebrew is not so advanced, are able to follow the lessons without difficulty.
- 4.1.2 In Key Stage One there is an emphasis on teaching *Ivrit*, and *Ivrit* lessons are used as the vehicle for teaching *Limmudei Kodesh*. At Key Stage Two pupils receive two hours per day of *Limmudei Kodesh* of which one to two hours per week are given over to *Ivrit* as a language.
- 4.1.3 There is a comprehensive and well-structured curriculum. It is based on three principles, that it should be Orthodox, Zionist and taught in *Ivrit*. Its main elements comprise, *Chumash*, *Halacha*, *Tefilla*, *Parashat Hashavua*, *Nach*, and *Ivrit*. There is also *Gemarras* for year 6 and *Mishnah* for year 4. For each of these areas of study, attainment targets have been drawn up which clearly define what the average child is expected to have learned by the end of each year. It is flexible enough however to allow teachers to tailor it to the needs of individual classes
- 4.1.4 Much emphasis is placed on teaching 'skills' rather than merely imparting knowledge. This fact, combined with the *Ivrit B'Ivrit* policy inevitably leads to less textual material being covered than would be otherwise. The school feels that the benefits of this policy override any disadvantages caused by it.
- 4.1.5 The *Chumash* syllabus aims to cover practically the entire narrative parts of the *Torah* throughout the child's life in the school. Particular verses are delineated from each *Sidra* and children start in Year 2 from *Sefer Bereshit* and work their way through the *Torah* until *Vezot Haberacha* in Year 6. *Rashi* is introduced in Year 3, and by the end of Year 6 children are expected to be able to turn naturally to *Rashi* for aid in understanding the verse.
- 4.1.6 Homework is set to be done for the weekend, and Key Stage One pupils receive two sessions of homework. For Key Stage Two pupils, although their homework is also set for the weekend, it is due for collection on different days during the following week.
- 4.1.7 A *Parasha* sheet is produced every week for children to take home which contains questions, set at different levels, to which the children are encouraged to bring written answers back to school during the following week.

- 4.1.8 There are extra optional lessons held on Sunday for years 4, 5 and 6, and on Thursday after school for years 5 and 6, in *Limmudei Kodesh* at which carefully selected *Gemarah* texts are studied.
- 4.1.9 Positive action has been taken to implement cross-curricular activities. A detailed policy exists and some lessons have taken place with the co-operation of both *Limmudei Kodesh* and secular staff, including work on fruit, and animals. These lessons require considerable planning and because of the high turnover of *Limmudei Kodesh* staff it has not been possible to deliver as many cross-curricular lessons as the school would like.
- 4.1.10 There are several extra curricular *Limmudei Kodesh* activities. These include a school choir, which occasionally performs at local old-age homes, and there has been an Israeli dancing *chug* for the girls. A *Bat Mitzvah* club for Year 6 is held regularly. The school has also hosted children from Kisharon school. There are regular *Tsedakah* collections and the school participated in a toys appeal for needy children. There is a weekend *Shabbaton* held every year for Year 6, and Year 5 are taken away for a few days each year. All these activities enrich the *Limmudei Kodesh* curriculum.
- 4.1.11 The Zionist ethos is all-pervading in the school, aided naturally by the large number of Israelis working in it. *Yom HaAtzmut* and *Yom Yerushalayim* are important celebratory days for the children and staff, and many members of staff speak *Ivrit* to one another most of the time. Hearing *Ivrit* being used as a living, spoken language, rather than one being just studied as a curriculum subject, creates a positive attitude towards it amongst the children.
- 4.1.12 All children questioned during the inspection said that they enjoyed their *Limmudei Kodesh* and *Ivrit* lessons.

4.2 Teaching

- 4.2.1 *Limmudei Kodesh* teachers are well qualified to teach their subject.
- 4.2.2 Lessons are well planned, with clear objectives. Lessons usually consist of an oral introduction (with support teachers helping those pupils who have difficulty with comprehending *Ivrit*), a core section when differentiated tasks are tackled by the pupils with the aid of the class teacher and usually two support teachers, and a final consolidation section to ensure that objectives have been achieved. Thus there are both aural and visual approaches, although not much creative work was seen in lessons. However, the beautiful work of the pupils observed, both in the classrooms, in the hall and in the corridors, testify to the amount of creative work that has already been undertaken.
- 4.2.3 The standard of most pupils' comprehension, as well as some responses, demonstrate the general efficacy of the *Ivrit* teaching. A more positive effort should be made to persuade the shyer and the less confident pupils to respond more in *Ivrit*.

- 4.2.4 Because lessons are well planned, support teachers well directed and the oral teaching vivacious and stimulating, few problems of class management were observed, and if one did arise, it was quickly and effectively dealt with by the teacher.
- 4.2.5. Each class usually has a support teacher and an assistant to help pupils. These are well directed by the *Limmudei Kodesh* SENCO and by the *Limmudei Kodesh* teacher, and have a clear understanding of the needs of the individual pupils, and of their role in the lesson. This is a significant improvement since the previous inspection and has helped in the more effective delivery of the curriculum.
- 4.2.6. Teachers direct questions to a range of pupils during the oral sections, and together with support staff, go round the class stimulating pupils during the activities time. Pupils are thus generally stretched, but it is important to monitor carefully the progress of the very ablest in the school.
- 4.2.7. The general standard of teaching was good at the time of the last inspection, and is even better now. Seven of the twelve lessons observed were very good or outstanding, whilst the rest were all above average.
- 4.2.8. Considerable progress has been made in all aspects of teaching, and the good documentation should help in reducing the inevitable difficulties created by staff turnover when teachers return to Israel.

4.3 Assessment

- 4.3.1 Each class has a file containing records of the work and progress of each pupil, whose levels and progress in each area of the curriculum is known to, and monitored by, the *Limmudei Kodesh* teacher.
- 4.3.2 The *Limmudei Kodesh* SENCO (Special Educational Needs Co-ordinator) compiles a detailed register of the special needs of pupils in each class under a variety of headings, including communication, social skills, listening, emotional and behavioural difficulties, physical disabilities, specific learning skills and special difficulties in *Limmudei Kodesh* and *Ivrit*.
- 4.3.3 Another register lists the special needs of children in a class, the areas and timing of support to be provided, the resources required and the name of the support teacher.
- 4.3.4 The SENCO then meets her colleagues weekly to monitor progress. Up to half a class can receive support in this way. Thus there is close monitoring of those deemed to have any form of special need.
- 4.3.5 Twice a year the *Limmudei Kodesh* staff carry out a brief assessment of each pupil, sheets are filled in under different headings, and progress since the previous assessment is checked in relation to the needs of each pupil.

- 4.3.6 If progress in any area is deemed inadequate, remedial measures are immediately undertaken. For example, a pupil may be withdrawn from a *Limmudei Kodesh* class for ten minutes, three times weekly, in order to improve the standard of reading. Parents orally and in writing, testified to the success of these measures.
- 4.3.7 Parents, who are informed of any such special support by letter, can always have access to a teacher to discuss progress, and some come into school to help with the support programme.
- 4.3.8 There are bi-annual meetings with parents when they receive details of progress under different headings, and they receive detailed annual reports. There is also the weekly newsletter, which keeps parents informed of each week's programme and objectives.
- 4.3.9 The written work inspected was marked, mainly by ticks, with little comment to help pupils understand their strengths and weaknesses. However, the school has developed a new marking policy for the secular curriculum which the headteacher intends should be adopted by the *Limmudei Kodesh* teachers. This should be monitored.
- 4.3.10 Considerable improvements have been made to the assessment procedures since the last inspection.

4.4 Pupil's spiritual, moral, social and cultural development

- 4.4.1 The ethos of the school is based on traditional Orthodox Jewish values and, pupils are only accepted if they come from homes which reflect a similar philosophy.
- 4.4.2 Staff act as excellent role models and all staff employed by the school dress appropriately, in accordance with *Halachic* requirements.
- 4.4.3 Assembly and *Tefillah* greatly enhance the spiritual and moral emphasis of school life and it was particularly gratifying to see one of the members of staff take particular notice of some children who were clearly distressed during an assembly.
- 4.4.4 Children generally display a caring attitude towards one another and offer help during *Tefillah* to those who cannot keep up with their davening.
- 4.4.5 Children were found to be friendly, polite and helpful, opening doors and offering assistance. No bad behaviour was observed anywhere in the school.
- 4.4.6 Displays of work throughout the school are of a very high standard. Although arranged by staff, the work itself is mostly that done by children and was found to be impressive both in content and presentation.

- 4.4.7 The Principal visits the school to participate in special assemblies, for example, before *Chagim*. Although not involved directly with the organisation of the school, his input is appreciated by both staff and children and his guidance is sought and welcomed.
- 4.4.8 A limited range of cross-cultural activities take place. The school has had a visit from a Bangladeshi woman who spoke to the children about her life, and visits have been made to a model African village. Reciprocal visits have also been made with a local primary school.
- 4.4.9 There are regular and ongoing *Tsedakah* collections made for a variety of worthy causes.
- 4.4.10 The building is not ideal, having been converted from a house. However, within its obvious constraints, it is serviceable and well-maintained. There are plans afoot for extending the *Gan* and offices.
- 4.4.11 There is very limited involvement with the wider Jewish community, and this is an area that should be developed. While the school is proud of its total independence from any one synagogal or communal body, an occasional visit to any of the local Orthodox Synagogues, or a visit from local Rabbanim and Jewish communal personalities would be of benefit to the school and the wider community.

4.5 Equality of Opportunity

- 4.5.1 The school has a very brief equal opportunities policy. It makes no reference to differences between girls and boys in a religious context but contains the general statement ‘...to recognise, value and celebrate cultures, customs, traditions and way of speaking of all our children.’
- 4.5.2 Expectations of girls and boys are equally high and both are equally valued.
- 4.5.3 There are only a few children in the school for whom English is not their first language, and they receive extra support where necessary.
- 4.5.4 The support staff are very well organised and are present in every *Limmudei Kodesh* lesson where they ensure that all children are able to follow the lesson and carry out set tasks. There is no doubt that the employment of such assistance in the classroom goes a long way to ensuring that pupils of all abilities have equal access to the curriculum.
- 4.5.5 No evidence was seen of provision for pupils with different cultural backgrounds, such as Sephardi or Israeli pupils.

4.6 Support, Guidance and Welfare

- 4.6.1 The school provides a safe and secure environment for the pupils.

4.6.2 There is no appointed counsellor in the school, but children who have personal problems can speak to any member of staff for help and guidance. Outside agencies, such as Binoh, will be called in to assist if required.

4.6.3 Suitable information is available regarding secondary school transfer. The majority of pupils go to Hasmonian High School or Immanuel College.

4.7 Provision for Pupils with Special Educational Needs (ESN)

4.7.1 The *Limmudei Kodesh* SENCO (Special Educational Needs Co-ordinator) has been appointed since the last inspection and has brought insight and drive to the organisation of support for pupils with special needs in *Limmudei Kodesh*.

4.7.2 As explained in the section on Assessment (4.3), there are effective procedures for the assessment and recording of the needs of pupils under a variety of special needs headings.

4.7.3 The policy of the department is to keep all pupils integrated in their classes, assisted by support staff who are well directed by the SENCO with the full co-operation and guidance of the class *Limmudei Kodesh* teachers.

4.7.4 Support teachers are very committed to their work and perform a very valuable service.

4.7.5 When a need for intensive help in a particular area has been identified at a review meeting, arrangements are made for short periods of help to be given by a support teacher by withdrawal from class lessons.

4.7.6 Progress of pupils with special needs is thus carefully monitored, and parents informed of, and involved in, these procedures.

4.7.7 The school SENCO is very supportive of the *Limmudei Kodesh* SENCO and has provided her with on the job training. In-service training has also taken place with the help of outside agencies such as Binoh and the Agency for Jewish Education.

4.7.8 The *Limmudei Kodesh* SENCO has weekly meetings with her staff, and at least half termly ones with the *Kodesh* class teachers as well. Support teachers know in advance the lesson plans, which helps them to direct their support effectively.

4.7.9 The implementation of a well-led, well-implemented and well-monitored SEN policy, has led to improved progress in *Limmudei Kodesh* by the many pupils who are deemed to need special support.

4.8 Partnership with Parents and the Jewish Community

- 4.8.1 The quality of information provided to parents remains good. Weekly newsletters, class meetings, annual reports and individual letters when necessary, ensure that parents are kept informed of their children's attainment and progress.
- 4.8.2 Since the details of the Pikuach inspection were only finalised close to the date of the actual inspection itself, it did not prove possible to arrange a parents' meeting with the inspectors. However, a questionnaire was sent to all parents and 34 replies received. Although this is more than at the previous inspection, it is still disappointingly low. It is difficult, therefore, to report accurately on the views of parents.
- 4.8.3 The replies received were almost all very positive in their support for the achievements of the school. If there was any slight doubt to be detected, it was on the topic of the school's limited involvement in the community.
- 4.8.4 As stated in 4.4.11, it should be possible to extend the range of community involvement beyond the school's very good work for *Tsedakah* and its various extra-curricular activities without sacrificing its valued independence.
- 4.9.5 There is an active PTA, which raises funds for the benefit of pupils, and parents continue to be involved in many aspects of the work of the school.
- 4.9.6 The manner in which the school involves parents in the education of their children, and the support provided by parents to the school, promotes the progress of pupils.

5. Management and Efficiency

5.1 Management

- 5.1.1 The successful management of the *Limmudei Kodesh* department is the basis upon which the effective delivery of the *Limmudei Kodesh* curriculum is built. This is due in no small measure to the leadership of the head of department. He is not only a very able teacher, but also possesses very strong managerial and inter-personal skills. He is totally devoted to his department and gives unstintingly of his time.
- 5.1.2 The head of department is now supported by a part-time deputy and a SEN co-ordinator, both of whom bring important talents to the management of the department.
- 5.1.3 The department has clear aims. The planning of the work of the department is very good, as are its provisions for supporting pupils with special needs, its production of teaching and learning materials, its assessment and recording, its use of resources and its relationships with parents.

- 5.1.4 All members of the department, whatever their status, are treated as equal, and form a cohesive and effective team.
- 5.1.5 The holistic approach to Jewish education with the inter-dependence of all aspects of the work of *Limmudei Kodesh*, is a source of great strength to the department and to the school. Moreover, the aim, endorsed by the department, of bringing *Limmudei Kodesh* into line with *Chol* in their policies, in areas such as a common marking policy, strengthens the concept of “one” school.
- 5.1.6 The management and work of the department is strongly supported by the Governing Body, especially through its *Limmudei Kodesh* committee which meets termly with the headteacher, the head of department and the deputy-head of department who is a governor in her own rights. All aspects of the work of the department come under review. The present headteacher, who has only been in office for a few weeks, is already showing her commitment to the work of the department.

5.2 Staffing, Resources for Learning and Accommodation

- 5.2.1 The department is headed by a *Shaliach* who will return to Israel at the end of his tenure in about 18 months time. His predecessor was a *Shaliach*, and it is anticipated that his successor will also be a *Shaliach*. The benefits of this system are that the school periodically has a fresh input into its department. However, there is also the potential concern that, as each new head of department wants to make his mark, he might make changes that are unnecessary. The school is well-aware of this difficulty and is seeking to address it by appointing the future Head of department to work for an overlapping year, in harness with the present incumbent. There is now a deputy head of *Limmudei Kodesh* who is permanently resident in the country, and it is expected that she will provide continuity.
- 5.2.2 The department is well-staffed, and, owing to requirements of the *Ivrit B'Ivrit* programme, every member of the *Limmudei Kodesh* staff is completely fluent in (at least) English and Hebrew. Five members of the *Limmudei Kodesh* staff are fully qualified teachers.
- 5.2.3 Induction of new staff is an important function in the school since so many new teachers come from Israel. They have to be helped to integrate into the local environment as well as into the school, and the school has a well-organised system for doing this, using parents to help with problems encountered outside the school itself.
- 5.2.4 New teachers from Israel spend at least one week in the school during the summer term, getting to know the children and the school and then they receive special guidance for a few days before the new term begins. Much assistance is also given to them during their first few weeks in the school.
- 5.2.5 There is an in-service training session for staff almost every week. Sometimes this takes place in conjunction with the teachers of *Chol*, and sometimes it is

held only within the department. Sessions have been held on a variety of subjects including 'differentiation' and SEN in *Limmudei Kodesh*.

- 5.2.6 The school calls upon outside agencies for training purposes and sessions have been held this year with experts from the Agency for Jewish Education as well as a specialist in SEN from Israel.
- 5.2.7 The department is well-resourced, although, of course, further resources would always be useful
- 5.2.8 The school is in receipt of a special grant from the Pincus Foundation for use towards developing its special needs programme.
- 5.2.9 The school library contains a selection of Hebrew reading, and reference books which are available to the children for borrowing. Each class also has its own small library containing books at a suitable level for that class. Children may borrow these books.
- 5.2.10 The school library is mainly a reference library and it is poorly stocked. Some consideration should be given to building up this collection and providing a greater range of more suitable books dealing with all aspects of Jewish learning, at different levels.
- 5.2.11 *Limmudei Kodesh* lessons take place in the regular classrooms, in each of which adequate space is made available for display of relevant work.
- 5.2.12 It is understood that there is some limited use of computer programs by the children (understanding *Rashi*, and Hebrew word-processing, for example), though little was seen during the inspection. Likewise, other than a tape recorder used to help teach a song, no other mechanical or electrical teaching aids were seen in use during the lessons observed.
- 5.2.13 The building, although not ideal, is adequate, with almost each room a different shape and size. However, the best use is made of space available. Plans are underway to extend the early-learning facilities.
- 5.2.14 The building is well-secured with a full-time security guard at the gate.