

PIKUACH INSPECTION REPORT

PARDES HOUSE PRIMARY SCHOOL

DFES SCHOOL NUMBER: 302/2078

REPORTING INSPECTOR

RABBI Y YODAIKEN

TEAM INSPECTOR

RABBI M LEBRECHT

DATE OF INSPECTION

13 FEBRUARY, 12 – 13 MARCH 2003

INSPECTION UNDER SECTION 23 OF THE EDUCATION (SCHOOLS) ACT

1 INTRODUCTION

This inspection was carried out under Section 23 of the Schools Inspection Act 1996.

The purpose of the inspection was to report on:

- the educational standards achieved in Limmudei Kodesh;
- the quality of Jewish education provided;
- the spiritual, moral, social and cultural development of pupils at the school;
- arrangements for collective worship.

Other aspects of the school's work were inspected under Section 10 of the 1996 School Inspection Act and were reported upon separately by Ofsted.

Name of School	Pardes House Primary School
Type of School	Primary
Status	Voluntary Aided
Age Range of Pupils	4 – 11
Menahel	Rabbi P Rosenberg
Headteacher	Mr C Ryan
Chair of Governors	Mr Y Shapiro
Name of Religious Advisor	Vaad Hachinuch
Address of School	Hendon Lane Finchley, London N3 1SA
Local Education Authority	Barnet
Telephone Number	0208 343 3568
Fax Number	0208 343 4804
Name of Reporting Inspector	Rabbi Y Yodaiken
Name of Team Inspector	Rabbi M Lebrecht

1.1 Basic Information about the School

Pardes House Primary School was founded as an independent school in 1952. It became a state aided school in 1997, finally demerging to its present status as a state aided boys school in September 2001. It is an orthodox Jewish voluntary aided school. The great majority of pupils are from Golders Green and surrounding areas, although some come from further away. The religious affiliation of the school is

strictly orthodox. Most of the pupils leaving the school go on to the adjoining grammar school and a few go on to the Menorah Grammar School. There are 256 pupils currently on roll.

1.2 School Data and Indicators

Number of pupils on roll	256
Religious affiliation	Orthodox Jewish

Special Educational Needs (SEN)

Number of pupils on SEN register (Limmudei Kodesh)	52
Number of pupils attracting Section 11 funding	0

Free School Meals

Number of pupils receiving Free School Meals	0
--	---

Teachers and Classes

Full Time equivalent Limmudei Kodesh Teachers	8
Number of full time Limmudei Kodesh Teachers	7
Number of part time Limmudei Kodesh Teachers	2
Pupil to teacher ratio in Limmudei Kodesh	1 : 32
Number of part time support assistants for SEN in Limmudei Kodesh	1
Average class size in Limmudei Kodesh	19

Number of full time pupils

Class	Number
Reception	34
1	41
2	34
3	40
4	43
5	27
6	37
TOTAL	256

Total Limmudei Kodesh time (hours per week)

	Winter	Summer
KS1	17 hours	18 hours
KS2	19 hours	20 hours

1.3 Record of Evidence

The inspection was carried out over the course of three days by two inspectors. In total, twenty two lessons were observed. Observations were made of *davening*, *bentching* and one assembly. Pupils were observed at break, lunchtime, and as they moved around the school. 72 pupils were interviewed and tested in a variety of Limmudei Kodesh subjects - nearly one third of the total school roll. Samples of pupils' work, in all aspects of the Limmudei Kodesh curriculum, were perused and assessed. Discussions were held with the Menahel, Headteacher, governors and members of staff, including the Limmudei Kodesh SEN co-ordinator. A meeting for parents was held prior to the inspection. Documentation appertaining to the Limmudei Kodesh curriculum, teachers' plans and records were studied carefully before and during the inspection.

2 SUMMARY

2.1 Main Findings

1. The Pardes House Primary School offers a good environment and ethos for providing an orthodox Jewish education. The Limmudei Kodesh studies curriculum has a central place in the overall curriculum. The school environment is spiritually nurturing to its pupils. The school fulfils its aims of preparing its pupils for a life of committed Torah observance.
2. The standards achieved by the majority of pupils in Limmudei Kodesh are good. At Key Stage 1 (KS1), the majority of pupils make very good progress and at Key Stage 2 (KS2) most pupils make good progress, as they move through the school. An exception to this good progress is that of pupils with special needs, where progress is unsatisfactory.
3. Standards in reading are very good to excellent and, by the end of KS2, the vast majority of pupils read with accuracy and fluency. Standards in *Chumash* are good with pupils displaying good translation skills. Less developed skills are seen in pupils' understanding of *Dikduk* (Hebrew grammar). Very good standards are reached in *Mishnayos*, with pupils in Year 3 and Year 4 displaying very good understanding in this *limmud*. Standards in *Gemorah* are sound to good. However, there is a wide differential in achievement between the high achievers and pupils with lower attainment. There is little support for the pupils of lower attainment in Limmudei Kodesh, with the exception of Hebrew Reading.
4. Pupils display very good skills in speaking and listening, commensurate with their ages. Standards in Jewish General Knowledge are unsatisfactory with only Year 2 displaying good standards in this subject. Pupils are given only occasional opportunities for writing and, accordingly, standards are only satisfactory in this area of the curriculum.
5. The quality of teaching is good. 26% of lessons are at least very good, and 63% of lessons at least good. At KS1, 43% of lessons are very good or excellent, and 100% at least good. At KS2, 20% of lessons are very good or excellent, and 47% of lessons at least good. Teachers' knowledge of their

subjects is very good and they act as very good role models to pupils. However, some teaching towards the end of the afternoon is hampered by the large number of pupils in classes.

6. The Special Needs provision at the school is unsatisfactory. There is only one member of staff involved with pupils of lower attainment. This is completely insufficient as he is almost exclusively involved with supporting reading. This support has had an impact on reading standards. However, there is a lack of support in all other areas of the curriculum. Additionally, in class, there is only moderate differentiation strategies used by teachers for pupils of different levels. There was no evidence of Individual Education Plans (IEPs) being used for Limmudei Kodesh during the inspection.
7. The resources and staffing compliment at the school, for Limmudei Kodesh, are unsatisfactory. There needs to be two further members of staff employed for SEN and for teaching in the late afternoon programme. This teaching time is unsatisfactory due to the large numbers of pupils being taught in some classes. There is a lack of teaching resources for Limmudei Kodesh available in the school. Accommodation is satisfactory but classrooms need to be painted and display in many classes needs to be enhanced in order to provide an attractive learning environment for pupils at the school.
8. Assessment strategies are unsatisfactory with little lesson planning and medium term planning taking place. There is some evidence of summative assessment being done, but no formative assessment to inform planning was seen during the inspection.
9. The curriculum is barely satisfactory but is being developed by the Menahel and should be available for teachers shortly. There is a good curriculum for *Chumash*, describing key words and delineating skills and strategies to be used for teaching different age groups throughout the school, but there is no curriculum in Jewish General Knowledge and Hebrew grammar being used by staff. Teachers use their own approach for these subjects without any continuity throughout the school.
10. Management, overall, of Limmudei Kodesh at the school is satisfactory, with a very hard working and committed Menahel. The Menahel monitors progress

well, with regular *farhers* and visits to classes, throughout the school. The governors of the school are professional and display a clear vision for the school. However, in order for the management to improve, there needs to be a comprehensive development plan drawn up, and the Menahel needs to have secretarial support and resources made available to him.

11. The response and enthusiasm of pupils during lessons is a major strength of the school. In 73% of lessons, pupils' response is at least good. At KS1, in 100% of lessons, response is at least good and, at KS2, pupils' response in 60% of lessons is at least good.
12. The care and guidance shown by staff to pupils is good and the spiritual development of pupils is very good. The school complies with the statutory requirement for collective worship with pupils *davening*, on the whole, well. Pupils display good *middos* and show care and concern for peers and adults. Supervision at breaktime and lunchtime is satisfactory.

2.2 Key Issues for Action

To improve further the quality of Jewish education in the school, the governors and staff need to:

- develop and formulate the curriculum so that there are clear curriculum descriptions in all areas of the curriculum, including Jewish General Knowledge and Hebrew Grammar;
- upgrade the staffing complement to reduce the class sizes in the late afternoon sessions and to improve the SEN provision for children of lower attainment;
- develop management, by drawing up a comprehensive development plan, and supplying the Menahel with secretarial support and resources;
- improve strategies for, lesson planning and medium term planning, and to enhance formative assessment in the school.

3 STANDARDS IN JEWISH EDUCATION

3.1 Achievement and Progress in Jewish Studies

- 3.1.1 The standards achieved by pupils in Limmudei Kodesh are good. The vast majority of pupils make good progress in most subjects as they advance from year to year. At the end of Key Stage 1 (KS1), the majority of pupils make very good progress and at the end of Key Stage 2 (KS2), most pupils make good progress. An exception to this is that of pupils of lower attainment, where progress is unsatisfactory in all subjects except Hebrew Reading.
- 3.1.2 The school places a strong emphasis on the teaching of Hebrew Reading. Standards here are very good to excellent. In the Reception class, most pupils learn the basic reading skills, which are reinforced throughout both Key stages. By the end of KS2, the vast majority of pupils read with fluency and accuracy. Here, the Special Needs Rebbe supports the reading of pupils with lower attainment very well and nearly all pupils make good progress in Hebrew Reading.
- 3.1.3 *Chumash* and *Rashi* are taught via traditional methods; rote learning, saying aloud together and using memory skills. The level of attainment of pupils in *Chumash* and *Rashi* is good, with pupils generally displaying good translation skills. Year 2 is the only class with very good *Chumash* skills. Despite this overall good standard of translation in *Chumash*, knowledge of Hebrew Grammar is less developed. Little emphasis is placed on Hebrew Grammar, which is only taught at the discretion of the class Rebbe. There is a necessity for Rebbes to have a planned curriculum for Hebrew Grammar, to be taught alongside *Chumash*.
- 3.1.4 Very good standards are achieved in *Mishnayos*, with all pupils in Year 3 and Year 4 displaying very good translation skills and understanding in this Limmud, except for pupils with lower attainment. Pupils are able to compare and contrast concepts and to appreciate and articulate high level cognitive insights. The Rebbes and Menahel help to create an exciting and motivational atmosphere for pupils learning this subject, by highlighting what they have achieved in assemblies.

- 3.1.5 Standards achieved in Jewish General Knowledge are unsatisfactory, with only Year 2 displaying good standards in this subject. Basic knowledge of the Hebrew calendar and family relationships of characters in the *Torah* are lacking. In order for the school to make progress in this subject, it is important that a curriculum is drawn up for Jewish General Knowledge, which would take into account what pupils have learned and build upon this in a structured and systematic way.
- 3.1.6 Standards in Gemorah are sound to good. However, there is a wide differential of achievement and progress, made by high achievers and those of lower attainment. Standards in Year 5 are good, but only sound in Year 6. There is little or no support for pupils of lower attainment.
- 3.1.7 Oral work is of a high standard at both key stages. At KS1, this is demonstrated by the pupils' response to questions. By the end of KS2, higher attaining pupils are able to engage in high level discussions, such as the purpose of karbonos (sacrifices) and how they are carried out.
- 3.1.8 The standard of writing, overall, is satisfactory as pupils are given only occasional opportunities to write in Limmudei Kodesh. Pupils have some pride in their written work when the opportunity arises for this.

3.2 Pupils' Attitudes, Behaviour and Response to Jewish Studies

- 3.2.1 Pupils' attitudes, behaviour and response in Jewish Studies are a major strength of the school. Pupils display considerable interest and motivation in most of the lessons observed. Pupils, who are of average ability or above, concentrate well during lessons. However, those pupils of very low attainment find it difficult to concentrate throughout the lessons. Strategies which meet the needs of pupils of differing abilities need to be developed by teachers to address the needs of pupils at all levels of attainment.
- 3.2.2 Discussions with pupils reveal that they have very positive attitudes towards Limmudei Kodesh at the school. This was evident by their enthusiasm when tested by the inspectors in various subjects, and their enthusiastic participation during lessons.

- 3.2.3 Overall, in 73% of lessons observed, the response of pupils is at least good, and in 23% it is very good. At KS1, in all lessons, the pupils respond in at least a good way, whilst at KS2, in 60% of lessons, the response is good or better.
- 3.2.4 In the main, the pupils show *derech erez* (respect) towards their teachers and visitors; many of them greeted the inspectors in a friendly and courteous manner during the inspection, held open doors and were generally helpful. Their conduct in lessons is good, but their behaviour outside the classroom, in the corridors and at lunchtime, does not match this standard. There is a certain amount of running and some pushing in the corridors and on the staircase at the beginning and end of break.
- 3.2.5 At lunchtime, most of the pupils sit quietly whilst eating, but it was noticed that some food is wasted, sandwiches being left half eaten on the table or thrown on the floor. The Menahel himself picked up some bread from the floor and reminded the pupils of the *Halochoh* (Jewish Law) of not showing disrespect towards food, and especially to bread. Transitions to and from the hall at lunch tend to be somewhat noisy and disorderly, with a certain amount of pushing taking place between pupils.
- 3.2.6 The hall is used as a dining room, assembly hall, as a venue for *Mincha* later in the afternoon and, on occasions, as a setting for PE. Therefore, it needs to be cleared after lunch has finished. A few boys undertake to clean and store away the tables and the benches, and sweep the floor after lunch.
- 3.2.7 All pupils, both in KS1 and KS2, have morning break at the same time. There is a special playground designated for the use of pupils in KS1 and, at the end of break, they line up separately and enter the building through their own entrance. The breaks at lunchtime and mid-afternoon are staggered and take place earlier for KS1 pupils. Accordingly, the pupils are able to play in a safe environment. Generally, the pupils were fairly well behaved in the playground although there was much litter thrown on the ground, including, at lunch break, whole sandwiches.

3.3 Collective Worship – *Tefillah*

- 3.3.1 The school complies with the statutory requirements to provide a daily act of worship for all its pupils. All pupils in the classes up to, and including, Year 4 spend 45 minutes each day *davening Shacharis* in their classrooms at the beginning of the morning session. Pupils in Year 5 and Year 6 are expected to daven before school, either in Shul or at home. During the summer term, it will be expected that pupils in Year 4 will have to *daven* before coming to school. The school aims to balance the need for pupils to be taught to *daven* in school against the time that this takes from Kodesh lessons.
- 3.3.2 *Davening* was inspected in a number of classes. It was noticed that the Rebbes are in control of the proceedings and the pupils participate well with much singing. In some classes, the *davening* did not start punctually.
- 3.3.3 All KS2 pupils assemble for *Mincha* in the hall prior to the second afternoon break. The younger pupils are well behaved because they sit as a group and their Rebbes stand near to them. The older pupils are more spread out and there is a lack of supervision by their Rebbes. Accordingly, their manner of *davening*, especially during the silent *Amidah*, could be of a higher standard.
- 3.3.4 It was noted that many pupils leave the *Siddurim* on the benches after *Mincha* and do not make the effort to return them to their correct place. A couple of volunteers go round and collect them.
- 3.3.5 The Headteacher holds an assembly once a week. However, Kodesh assemblies are held at irregular intervals. One assembly, led by the Menahel, was held straight after *Mincha* on the final afternoon of the inspection and it lasted for the major part of the day's last lesson. A prize of an Artscroll Linear Translated *Zemiro*s was given to all the pupils in Year 5 for the very good way in which they *daven*. Year 4 pupils, who had learnt a whole *perek* of *Mishnayos* by heart were presented with certificates by their Rebbe, who also gave them an impromptu test on what they had learnt. The Menahel announced that there would be a competition based on the *Mishkon*, and that prizes would be awarded for the best efforts in the next assembly. The Menahel also gave a *D'var Torah* on that week's *Parshah*.

4 QUALITY OF JEWISH EDUCATION

4.1 Quality and Range of the Curriculum

- 4.1.1 The curriculum for Limmudei Kodesh has a central place in the school's overall curriculum. It supports the school's aim and ethos to instil into its pupils a firm foundation, which will prepare them for a life of fully committed Torah observance. There is an outline syllabus, which displays breadth across a wide range of Limmudei Kodesh subjects, ranging from basic Hebrew reading to the learning of *Gemorah* (Talmud) by pupils of Year 4 and upwards. However, there is a lack of depth in describing the curriculum in many subjects.
- 4.1.2 The Menahel has undertaken to prepare new curricula and syllabuses for a number of Kodesh topics. He has worked hard and conscientiously on this project and has published a well-produced syllabus for *Halochoh* (Laws), which has already been put into practice. It is very detailed and can be used throughout the school. Syllabuses for *Dikduk* (Hebrew Grammar) and *Siddur* translation and explanation are in the process of being completed and will be ready to be implemented throughout the school in the not too distant future. A preview of these syllabuses indicates that they are of the same high standard.
- 4.1.3 There are clear guidelines as to when the key subjects of *Chumash*, *Rashi*, *Mishnayos* and *Gemorah* should be introduced into the curriculum. However, no written evidence was seen which details how much of each subject should be learnt each week or term. The amount learnt seems to be at the discretion of the Rebbe. *Chumash* translation is introduced in Year 1 and is then taught throughout the school. Each class studies the weekly *Sidrah*, but it appears that all classes start again from the beginning of the *Sidrah*.
- 4.1.4 Pupils in Year 2 begin to learn *Rashi*, and the study of *Mishnayos* is started in Year 3. *Gemorah* is learnt from Year 4 onwards. A selection of pupils from all classes throughout the school was tested on various aspects of the Limmudei Kodesh curriculum during the course of the inspection. It was apparent that the pupils did not score as well in Jewish General Knowledge as they did in other parts of the curriculum. In order to raise the standard of

this subject, it is necessary to formulate a curriculum that will ensure that there is continuity and progression throughout the school.

4.2 Teaching

4.2.1 The quality of teaching is good. 26% of lessons are at least very good and 63% of lessons are at least good. At KS1, 43% of lessons are very good or excellent, and 100% at least good. At KS2, 20% of lessons are very good or excellent and 47% of lessons at least good. Teachers' knowledge of their subjects is very good and all teachers act as very good role models for their pupils. Differentiation strategies to help pupils of various attainment levels are limited. The Limmudei Kodesh teachers are dedicated to developing the level of spirituality of their pupils.

4.2.2 Where teaching is good or better, the pace is brisk, and pupils are involved and interested. Clear targets are set at the beginning of lessons. In these lessons, questioning techniques are good and teacher resources used are appropriate and interesting. Classes are well managed and pupils work productively. Teachers offer praise and encouragement on a regular basis, and good systems are in place to motivate pupils. It is particularly impressive to see how teachers offer a caring, supportive approach to their pupils. In the two excellent lessons observed, all pupils were engaged to the maximum, and teaching methodology and clarity of explanations were outstanding.

4.2.3 In those lessons, which were less than good, classroom management was lacking. Objectives were not clear and pupils were only partially engaged in their work. Strategies to deal with pupils with different levels in these lessons were unsatisfactory. There is an urgent need for professional development for staff to ensure that these skills are developed.

4.2.4 Teachers' lesson planning is unsatisfactory and use of a variety of resources limited. Teaching towards the end of the day is greatly hampered by the large number of pupils in some classes. In these classes, some pupils do not have desks and either have to sit on benches or the floor. There is an urgent need to reduce class sizes at this time.

4.2.5 A number of Rebbes take part in an ongoing training programme to develop their teaching skills. This is very well organised by an external consultant

who comes into the school regularly. It would be beneficial for more Limmudei Kodesh members of staff to join this training programme.

4.3 Assessment

- 4.3.1 The quality of assessment is unsatisfactory. Where assessment takes place, it is on an individual teacher basis and records of pupils' marks and grades are kept by the teacher. No formative assessment strategies are being used to inform lesson planning. There is little evidence of lesson planning or medium term planning.
- 4.3.2 Monitoring of standards is good. The Menahel visits each class on average twice a week; in this way he is able to assess the overall standards of teaching and the progress of all the pupils. He is also able to give advice and assistance to the Rebbes, when required.
- 4.3.3 A curriculum evening is held early in the new academic year, when the parents are given an outline of the work that will be covered during the year. There is also an additional evening during the course of the year when parents have the opportunity to discuss with the Rebbes the progress of their sons in Limmudei Kodesh.
- 4.3.4 School reports are written and distributed once a year. The inspectors had the opportunity of only seeing a few Kodesh reports due to poor filing systems. The same report sheets are used for all pupils in the school from Reception class up to Year 6. The report card consists of a single sheet listing all the subjects taught in the school with just enough space for a grade to be entered against the subject standard, and two lines at the end for a general comment by the Rebbe. Thus, a pupil in Year 1 receives a report without a grade opposite a number of subjects (such as *Rashi*, *Mishnayos* and *Gemorah*), which he has not studied. In addition, the grade given against each subject standard does not indicate whether it is for effort, ability or attainment. These reports are inadequate and must be reformulated to ensure that parents are given appropriate detailed information about their sons' progress and attainment.

4.4 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

- 4.4.1 A major strength of the school is the spiritual development of its pupils. The influence of the Menahel and the Limmudei Kodesh staff is pivotal in developing this area of school life. All are very good role models for the pupils. This aspect of the school is derived from, and based on, traditional Jewish values, which are clearly understood by all members of staff.
- 4.4.2 Wall displays in some of the classrooms illustrate different *middos* and act as a constant visual reminder to the pupils to uphold the Jewish ethos of the school. However, display needs to be of a consistently high standard in all classrooms. The assembly observed was a very uplifting event, creating a beautiful atmosphere.
- 4.4.3 Weekly *Sidrah* sheets, which are read at the *Shabbos* table, are produced by the Rebbes and, in lower infant classes, the pupils colour in and take home a picture, which illustrates a point in the weekly *Sidrah* and is usually *middos* based.
- 4.4.4 Pupils show regard and concern for each other; if a boy is unwell, the Rebbe phones home to enquire how he is and also encourages classmates to phone him. The pupils have *derech erez* for their teachers and other adults in the school. During the inspection, pupils greeted the inspectors in a friendly and courteous manner.

4.5 EQUALITY OF OPPORTUNITY

- 4.5.1 All pupils have equal access to all aspects of the Limmudei Kodesh curriculum. The school has a two-form entry (with the exception of the present Year 5, which is a single form). The timetable has been planned in such a way that, in each year (with the exception of Year 5 and Year 6) on any particular day, one of the forms has Kodesh in the morning and studies National Curriculum subjects in the afternoon, whilst the parallel form changes round that order. On the following day, the forms are reversed so that the one that had Kodesh on the previous day in the morning will have Kodesh that day in the afternoon. Accordingly, in all the years from

Reception to Year 4 inclusive, each class Rebbe repeats his lessons each day to the two different forms.

4.5.2 This arrangement would be ideal to have the pupils streamed according to ability, with parallel forms and then the Rebbes could adapt their lessons, and the manner in which they deliver them, to the level of the group. It appears, however, that streaming is controlled by the *Chol* (National Curriculum) department and so all the classes in Limmudei Kodesh are mixed ability. Approximately one third of the pupils in the school need some form of remedial or special help. Progress is hampered in mixed ability classes, and pupils at each end of the spectrum are not learning to their maximum ability.

4.5.3 All classes in KS2 finish the day with an extra Kodesh lesson from 4.35 p.m. to 5.20 p.m. Whereas earlier in the day, each of the Years 3, 4 and 6 are split into two groups, during this lesson they are all in combined classes, numbering 40, 40 and 36 pupils respectively. These lessons take place in classrooms that normally accommodate 28 pupils sitting at desks. Due to the lack of facilities in some classes, the Rebbes have to give lessons which are mainly narrative as the pupils are unable to have any textbooks and they cannot take notes from which to revise. In addition, the Rebbes in these classes have to keep the concentration of some 40 pupils, covering the full spectrum of ability from the very weakest to the brightest pupils.

4.6 Support, Guidance and Welfare

4.6.1 The provision for support, guidance and welfare is sound. The school provides a safe and secure environment for pupils.

4.6.2 Teachers provide support to pupils as appropriate. The Menahel and staff are familiar with the pupils and their families and offer time and care to look after their needs. Several times during the inspection, staff were seen interacting positively with pupils around the school.

4.6.3 Supervision is satisfactory at breaktime and lunchtime. However, on occasions, pupils are left unsupervised for short periods. When on duty, staff display due care and concern towards pupils.

4.6.4 Teachers act as very good role models for their pupils and are very committed to them.

4.6.5 During the late afternoon it is almost impossible for the staff of some classes in the Juniors to look after pupils appropriately. This is due to very large class sizes. It is crucial for extra staff members to be employed to improve this situation.

4.7 Provision for Pupils with Special Educational Needs (SEN)

4.7.1 School policy and practice in SEN for pupils of lower attainment are unsatisfactory in Limmudei Kodesh and need urgent attention. There is only one member of staff, who helps some thirty pupils of lower attainment and almost exclusively, this support is in Hebrew Reading.

4.7.2 Support in other Limmudei Kodesh subjects is inadequate and there is an urgent need for more staff members to be employed in this important area of the school. The additional staff members could help to alleviate the large class sizes towards the end of the afternoon. Additionally, differentiation strategies used by Rebbes in class are, in many instances, unsatisfactory.

4.7.3 Teachers display a concerned and caring attitude towards pupils with SEN and try their best to boost the self-esteem of pupils with lower attainment. However, due to the lack of staff, progress with these pupils is unsatisfactory.

4.7.4 The Limmudei Kodesh Special Needs co-ordinator (SENCO) shows great interest and care for the pupils he teaches. He keeps records of progress and is totally committed to the welfare of his pupils. However, due to the lack of staff involvement in SEN, his impact is limited in all subjects, except Hebrew Reading.

4.8 Partnership with Parents and the Jewish Community

4.8.1 Parents display good support for the school. A meeting was held for parents to meet up with the inspectors in which these positive sentiments were expressed. It appears that the Pikuach questionnaires were not sent out by post, but were given to the pupils to take home. It is unclear whether they

were placed in envelopes and if a letter accompanied the questionnaires, explaining their purpose and why and how they should be returned to the school. The inspectors only saw two completed questionnaires and, therefore, it is not appropriate to draw any conclusion from them.

4.8.2 A curriculum evening is held at the beginning of the academic year, when parents are informed of the work that will be covered during the coming year. Additionally, a consultation evening is held during the year, when parents can discuss with the Rebbes the progress of their sons in Limmudei Kodesh.

4.8.3 Reports are distributed at the end of the academic year. These reports are unsatisfactory and need to be reformatted so that parents can see clearly the progress and attainment that their sons make. Parental support for the school is high and most parents take a keen interest in events that are arranged by the school.

4.8.4 The school is not affiliated to any particular congregation in the North West London area; however, three of the four members of the *Vaad Hachinuch*, the school's religious advisers, are Rabbonim of synagogues in the district. The parent body, in the main, consists of people who belong to various synagogues in North West London, which are constituents of the Union of Orthodox Hebrew Congregations.

5 MANAGEMENT AND EFFICIENCY OF THE SCHOOL AND THEIR IMPACT ON JEWISH EDUCATION

5.1 Management

5.1.1 The management of the Limmudei Kodesh provision is, overall, satisfactory. The school has a very hardworking Menahel, who gives good support to his staff and is continuously thinking about the spiritual development of the pupils at the school. However, he lacks secretarial support and other resources necessary to enable him to manage the school effectively.

5.1.2 The provision for Limmudei Kodesh comes under the responsibility of a number of governors. The governors are fully committed to the school and

meet regularly; their enthusiasm and commitment is a major strength of the school.

5.1.3 The Menahel has a clear plan for the school, as described during interviews with the inspectors. However, it is important that this plan is translated into a comprehensive development plan linked to the budget.

5.1.4 The Menahel monitors progress and regularly *farhers* pupils at all levels. However, it is important that this good monitoring would lead onto formal feedback to staff by way of written comments.

5.2 Staffing, Resources for Learning, and Accommodation

5.2.1 All the staff in the Limmudei Kodesh department are graduates of Yeshivah and have excellent knowledge of their subjects. Some of the Rebbes have attended training sessions led by Rabbi F Pink, an external consultant who provides very effective training.

5.2.2 Three new teachers have been appointed this year and two, including the Menahel, at the beginning of the last academic year. However, there are four members of staff who have been in the school for periods of five to twenty years, averaging twelve years per teacher.

5.2.3 The Limmudei Kodesh department consists of seven full time teachers and two part time members of staff. At the present time, the department is very under-staffed. There is a need for the school to employ a teacher in the late afternoon and another support Rebbe to assist those pupils with special needs.

5.2.4 The Menahel, together with the Headteacher, has created a calm atmosphere in the school and there appears to be a good relationship at many levels between the Kodesh staff and the National Curriculum teachers. All staff are very good role models, from whom the pupils can learn much regarding the way one should interact with other people.

5.2.5 The premises occupied by Pardes House Primary School are part of a site which previously belonged to a Local Education Authority secondary school. The remainder of the site houses Pardes House Grammar School and its

nursery, which are independently administered. The school is housed in a two-storey building; the classrooms on the ground floor are used for National Curriculum teaching and those on the first floor for Limmudei Kodesh subjects. There is also a large hall on the ground floor, which is used for many purposes, including dining room, assembly hall, as a venue for *Mincha* later in the afternoon and as a setting for PE.

- 5.2.6 The school library contains a number of Jewish fiction books, suitable for pupils in KS2, and also some for infants, which pupils are allowed to borrow. There are also a few non-fiction books of a Jewish nature, many of which are kept for reference. This is a sound provision but there needs to be an increase in the number of books available to pupils.
- 5.2.7 The pupils' toilets on the ground floor should be cleaned more often during the course of the day. There is often a foul smell emanating from them and this gives a poor impression to any visitors to the school as well as being unhealthy for the pupils.
- 5.2.8 There is a minimal amount of resources available for Kodesh lessons. There is an urgent need to acquire some modern resources and train the Kodesh staff in the use of them. The Menahel needs on-site secretarial support and extra resources in order to be able to carry out his administrative duties in a more satisfactory manner. This issue must be addressed immediately.