

# **BROUGHTON JEWISH CASSEL FOX PRIMARY SCHOOL**

## **INSPECTION REPORT**

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Local Authority                      Salford

Inspected under the auspices of Pikuach

Inspection dates                      Wednesday 3<sup>rd</sup> and Thursday 4<sup>th</sup> July 2019

Lead Inspector                      Rabbi Yaakov Heimann

**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                      Academy

Age range of children                      3-11

Gender of children                      Mixed

Number on roll                      506

Appropriate authority                      The Governing Body

Chair of Governors                      Dov Black

Headteacher                      Rabbi Yehuda Pearlman

Address                      Legh Road, Salford, Greater Manchester M7 4RT

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## Inspection team

**Lead Inspector**      **Rabbi Yaakov Heimann**  
**Team Inspector**     **Rabbi Nicky Goldmeier**

The inspection was carried out over two days by two inspectors. The inspectors visited 23 classes, from Nursery to Year 6, to observe lessons and parts of lessons. They attended *Tefillah* (prayers), a *Rosh Chodesh* (new month) *Tefillah* Assembly and *Birkas Hamazon* (Grace after Meals). Inspectors held meetings with the school's Rabbi, Principal, two Deputy Headteachers, the SENDCO (Special Educational Needs and Disabilities Coordinator), the Chair of Governors, the *Kodesh* (Jewish Studies) Governor, Head of Early Years and *Kodesh* ICT (Information and Communications Technology) coordinator. They also spoke to the Coordinators of Key Stage 2 boys and girls, as well as parents involved in wellbeing, other members of staff and many pupils. The inspectors observed the school's work and looked at a range of documentation, including the *Kodesh* Self Evaluation Form (SEF), the School and *Kodesh* Improvement Plans, pupils' written work, the *Kodesh* curriculum, assessment documents, and reporting and tracking documentation. They tested a range of pupils from Year 2 and Year 6 on their Hebrew reading, *Chumash* (Bible), *Rashi* (commentator on the Bible), Jewish general knowledge, *Mishna* (the Oral *Torah*), *Sedra* (the weekly *Torah* portion) and *Chagim* (Jewish festivals). The boys were also tested on *Gemara* (*Talmud*).

## 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

- Broughton Jewish Cassel Fox Primary School is a three-form entry, orthodox Jewish Academy for boys and girls aged 3-11. Its ethos of *Torah im Derech Eretz* underpins the culture of the school, which prides itself on providing an educational experience that is driven by the axiom of *Chanoch LeNa'ar al pi Darko* - 'educate a child according to his way'.
- The school is situated in the heart of Broughton Park, Salford, North Manchester. This area of Manchester has a high concentration of observant, orthodox Jewish families, from which many of the school's pupils come. A significant number of pupils also come from South Manchester, and Whitefield in North Manchester.
- The school includes a Nursery and Reception, comprising its Early Years Foundation Stage, and the full range of Key Stage 1 and Key Stage 2 classes. In addition to the 506 pupils currently on roll, it also has 22 children in the Kindergarten. There are 8 children on an EHCP (Education Health and Care Plan).
- The *Kodesh* provision comprises approximately 40% of the school timetable.
- The Principal is also the Headteacher. He is assisted by two Deputy Headteachers and a *Kodesh* Senior Management Team.

## Inspection judgements

<b>Overall Effectiveness</b>	<b>1</b>
<b>Outcomes for pupils in their Jewish Education</b>	<b>1</b>
<b>Quality of Teaching, Learning and Assessment in Jewish Education</b>	<b>1</b>
<b>Effectiveness of Leadership, Management, and Governance of Jewish Education</b>	<b>1</b>
<b>Effectiveness of the Jewish Studies/Education Curriculum based on the school's aims and objectives</b>	<b>1</b>
<b>Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (tefillah)</b>	<b>1</b>

### Overall Effectiveness:

**The quality of Jewish Learning provided in Broughton Jewish Cassel Fox Primary School is Outstanding (GRADE 1) because:-**

- Jewish values are firmly embedded in the school.
- The school knows itself well, and actively works to improve areas highlighted for improvement.
- The school's ethos, formal and informal education and approach to teaching and learning is tailor-made to best match the pupils and families it caters for.
- Teaching is outstanding, and together with a rich, innovative *Kodesh* curriculum, contributes to outstanding learning and achievement.
- Pupils and groups of pupils have outstanding Jewish educational experiences at school. This ensures that they are well equipped for the next stage of their Jewish education.
- Pupils at Broughton Jewish Cassel Fox Primary School are excited about their Jewish identity, enjoy *Kodesh* lessons and internalise and connect to what they have learnt.
- The positive impact on pupil's experiences at school became apparent during meetings and discussions with pupils, as well as through observing them actively involved in lessons and class discussions.
- The quality of leadership and management of Jewish Education is outstanding. Leaders, including governors, have a thorough understanding of the school's Jewish educational performance. The school consistently reflects the highest expectations of staff, and the highest aspirations for pupils.
- The Early Years Foundation Stage is outstanding, where the seven areas of learning are followed and successfully integrated within Jewish Studies.
- Best practice is spread effectively in a drive for continuous improvement.
- Spiritual, moral, social and cultural development is embedded in all areas of school life, enabling pupils to thrive in a supportive and highly cohesive Jewish learning community. This is evident in both the formal and informal aspects of life at the school.

### **The school has the following strengths:**

- A supportive governing body which is involved in many aspects of the school and acts as a 'critical friend' to senior leaders. This allows senior leaders to introduce innovative ideas and make significant changes, whilst being guided and held accountable for the outcome.
- Strong leadership at all levels encourages and inspires all staff to embrace new curricula and teaching methodology, and to be creative for the benefit of pupils.
- Teaching staff, including teaching assistants (TAs), are passionate about the school and its ethos. They strive to make every lesson an exciting and engaging learning experience for the pupils.
- There is parity across the entire school in terms of teaching, learning, marking, and handwriting, with the *Kodesh* staff receiving the same quality of training as other staff. The same teaching standards are expected from them. This ensures that pupils receive the best possible learning opportunities, and have the same expectations conveyed to them by all members of staff.

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

- To embed all new initiatives and methods into teaching across the school. The excellent work which the school has done to create an innovative and rigorous *Kodesh* curriculum must now be fully implemented into each lesson.
- To further improve elements of marking so that pupils are made aware of where their work could be better. By using detailed final comments and questions, the teachers should be able to guide pupils more effectively in improving their learning.
- To ensure the strategy of independent learning is mirrored across the school, whereby pupils are introduced to a topic and then given time to explore and actively access the required information.

### **Outcomes for Pupils in their Jewish Education is Outstanding (GRADE 1) because:-**

- A good proportion of pupils make and exceed their high expected levels in reading, Jewish general knowledge and *Gemara*.
- Pupils display a thirst for learning, and actively participate with enthusiasm in lessons.
- A pupil told the inspectors: "The teachers are like my family" and "They help us with everything". The good relationships fostered by teachers in the classroom ensure that pupils remain focused and on-task throughout their lessons.
- The school views each pupil as an individual, allowing them to explore their own learning and connect to *Torah* and *HaShem* (G-d) in their own unique manner. Pupils in Year 6 are given a choice of lessons, with some attending *Gemara*, and others *Mishna* learning sessions.
- The girls and boys are taught separately for some Jewish subjects, but both receive the same high quality education.
- Pupils are well prepared for the next stage of their Jewish education. Where appropriate, the school ensures that pupils are aware of opportunities to further develop their learning by offering a range of lessons to choose from, as well as a range of extra-curricular opportunities.
- Pupils develop a range of skills relevant to each subject. For example, in a *Gemara* lesson, the inspectors observed the way the teacher skilfully taught the pupils how to learn with a systematic approach. The pupils were then able to grasp and explain a complicated topic. When testing Year 2 pupils, it was observed that even those less able knew the Hebrew reading rules, for example, the rules of a *sh'va* (silent vowel) in the middle of a word.
- Pupils, including those with SEN (special educational needs) and those with EHCP (education health and care plan) understand why they learn *Torah* and Jewish studies, and how these subjects are relevant to their everyday lives. When testing Year 6 pupils about the topic of *Shabbos* (Sabbath), their knowledge and understanding at a deeper level were impressive, for example, a pupil knew why the *bracha* (blessing) over the *Shabbos* candles was recited before, rather than after, lighting them.
- When asked why we have *Shabbos*, pupils were able to explain the connection to *HaShem* resting after having created the world. A pupil added: "On *Shabbos* we can connect to *HaShem*".

- Inspectors tested a range of pupils from Year 2 and Year 6 on Hebrew reading, *Chumash*, *Rashi*, *Gemara*, and Jewish general knowledge, and were impressed with the skills, knowledge and levels attained. Pupils have outstanding knowledge of Hebrew reading, grammar and translation skills, and know how to apply them.
- The school monitors outcomes by various means, including scrutiny of pupils' work, pupils' self-assessments, the school's bi-annual assessments, speaking to pupils and from a survey given to members of the school council. Through these means the school can identify areas of weakness, and be able to set individual and class targets.
- The school has a robust tracking system for *Kodesh*. There is a baseline assessment for children on entry to Early Years, which enables their progress to be effectively monitored.
- Children make outstanding progress in the Early Years Foundation stage.
- The school's tracking system is somewhat unconventional, as it does not focus only on academic abilities. The system uses a range of data from formal and informal assessments, and also teacher assessments.

### **The Quality of Teaching, Learning and Assessment in Jewish Education is Outstanding (GRADE 1) because:-**

- Teaching is never less than good, with many examples of outstanding practice. *Kodesh* teachers are passionate and enthusiastic about their teaching. This enthusiasm is used to motivate pupils of all ages. In every class visited, there was a passion for learning which can be felt across the school. One parent commented: "My child exudes a passion for Judaism". Pupils could be heard spontaneously singing Jewish songs in the corridors. In one class, the pupils were asked to learn *Chumash b'Chavrusa* (with a study partner) and in so doing, were visibly excited to be talking about the wording of the *pasuk* (verse) and the understanding of its meaning.
- There is an outstanding level of classroom management and structure. Teachers impart knowledge and develop pupil's understanding through effective use of lesson time. The pupils start learning from the moment they enter the classroom, and continue until the moment they leave. Pupils in all year groups know what is expected of them.
- Teachers have an excellent relationship with their pupils, and a clear understanding of their needs. They use different approaches which allow pupils to learn most effectively. In one Key Stage 2 class, pupils were learning *Chumash* from the text, as well as using iPads to research and access information independently.
- There were a number of classes in which the pupils were observed actively engaged with, and taking responsibility for, learning. One group of pupils was learning *Mishna* by heart; working in pairs to understand its meaning. The sound of paired learning, including discussion and debate, emphasised the quality of learning and the level of challenge which captured the pupils' interests. One parent said: "My children can relay what they have learnt in school and we feel that they have really achieved".
- The school has developed a timetable which ensures integrated learning takes place in many classrooms, in particular the Early Years. The integration between *Kodesh* and the National Curriculum ensures pupils view each area of learning with equal importance. Pupils in a Year 5 class were preparing for their roles as Peer Mentors from September, and in so doing were being taught by both the *Kodesh* and *Chol* teachers. Once again, the pupils worked independently whilst being supported by both teachers, learning from both a Jewish and a secular viewpoint. One parent commented: "There is such a great balance between *Kodesh* and *Chol*, a balance which is enhanced through the integrated learning".
- The quality of Hebrew reading across the school is outstanding. The level of Hebrew reading, particularly at the end of Key Stages 1 and 2, match the school's expectations for Hebrew reading standards. The school uses a number of different resources, including the *Aleph Champ* reading scheme. In addition, an emphasis on reading for meaning, and intervention by teachers for the lower ability Hebrew readers, has resulted in a greater degree of accuracy and fluency in

pupils' ability to read Hebrew.

- ICT (Information and Communications Technology), including interactive whiteboards and iPads, are used effectively to enhance *Kodesh* lessons. The use of technology enables pupils to learn independently using different methods and strategies.
- The Principal drives the school forward by enthusing senior leaders and *Kodesh* staff with a passion for continuous improvement.
- The teachers' subject knowledge is outstanding. They demonstrate a deep understanding in areas such as *Mishna*, *Gemara*, *Chumash* and *Parasha* (weekly *Torah* Portion) and this knowledge further impacts on the pupils' learning.
- *Tefillah* (prayer) across the school is recited by all year groups with enthusiasm and a high level of understanding. When observing *Tefillah*, inspectors saw all the pupils singing or saying the *Tefillot* (prayers) as appropriate. At various intervals, pupils' understanding of the *Tefillot* was enhanced by the teacher explaining the meaning in a variety of ways which captured their interest. One Year 3 teacher told pupils as they were about to start the *Amidah* (silent standing prayer), "Think about who you are standing in front of when you say the *Amidah*".

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

- The governors, school Rabbi, Principal and senior leadership have a clear and shared vision of the school. They are deeply committed to, and driven by, the values it embraces.
- The governing body carries out its duties effectively, simultaneously offering excellent support to the school's senior leaders, while also challenging them; acting as a 'critical friend'. Governors are very much 'hands on' and are involved in, and aware of, all aspects of the school's life.
- The leadership has an excellent understanding of both its strengths and its areas for development, with regard to all aspects of the school's Jewish education'. Self-evaluation is thorough and accurate, and the leadership is constantly engaged in improving the quality of its Jewish education provision.
- The Principal, who is also the Headteacher, has built up and empowered a very strong team. He has the respect and admiration of staff and pupils. With his clear vision for excellence in every facet of the life of the school, he leads his team exceptionally well; encouraging them to learn and implement new teaching strategies in order to improve standards.
- There is a dynamic and creative vision for Jewish education in which staff, governors and pupils strive for excellence.
- The Principal, Deputy Headteachers and Key Stage Coordinators work closely and cohesively with the entire leadership team to ensure a positive impact on the overall life of the school, its ethos and the Jewish education of every pupil, including those with special educational needs and disabilities.
- Leaders, including governors, focus relentlessly on the improvement of teaching and learning. The Deputy Headteacher, responsible for Teaching and Learning, works with all staff including *Kodesh* teachers. The school has identified areas for professional development, and has spared no cost in bringing trainers from abroad and sending teachers overseas for professional training. There is a robust system of management which encourages, challenges and supports teachers' improvement.
- The school's SENDCO (Special Educational Needs and Disabilities Coordinator), together with all members of staff, maps out the provision for all pupils with special educational needs or disabilities. She also supports and works closely with teachers in guiding them to cater appropriately for all pupils.
- The SENDCO oversees procedures throughout the school for pupils with special educational needs or disabilities. This ensures that Jewish education practice is in line with the Special Educational Needs Code of Practice.

- All teachers work together harmoniously for the good of the pupils. One teacher wrote: “The teaching staff care deeply about each individual child, constantly working to ensure *Kodesh* and *Chol* staff have good relationships in the best interest of the children”.
- The leadership team has worked hard since the last Pikuach inspection to raise the standard of teaching and learning. Through staff training, lesson observations, feedback and learning walks, the team has vastly developed and improved teaching so that a high proportion of teaching in the school is outstanding or at least good.
- Members of staff value the leadership team, and love working in the school. One member of staff wrote: “It is a remarkable school to work in. The *Kodesh* team are all working for the best of the children and as a whole school, the school is fantastic.”
- A few teachers commented that they needed more time to consolidate aspects of implemented change. The leadership team acknowledges that it needs to ensure that all changes to Teaching and Learning and the curriculum are fully implemented before embarking on further changes.

### **The Effectiveness of the Jewish Studies Curriculum based on the School’s Aims and Objectives is Outstanding (GRADE 1) because:-**

- The Jewish Studies curriculum enhances and underpins the Jewish ethos of the school.
- The school has invested heavily, both time wise and financially, to create an innovative bespoke curriculum that matches its aims and aspirations, which are relevant to both the pupils and their families. The school has partnered with a leading Jewish curriculum expert in Israel to create a fully comprehensive, ladder curriculum, providing the pupils with a rich and broad Jewish learning experience. The outcome of this pioneering project is that teachers are able to work from a structured framework and pupils become more engaged with their Jewish studies lessons.
- Built into the curriculum are opportunities to revisit and reinforce previous learning and skills, which are then broadened and deepened.
- The school’s *Kodesh* 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, the first day of the inspection was on *Rosh Chodesh* (the first day of the month in the Jewish calendar). Key Stage 2 girls recited together parts of *Hallel* (thanksgiving prayer) in the school hall, which was followed by lively dancing.
- Pupils take part in a range of extra-curricular activities, such as *Shabbat UK* (a UK-wide celebration of the Sabbath), activities for Jewish celebrations, *challah* baking with the local Satmar Chassidic School and a fun programme with a local non-Jewish school.
- The school has also forged links with Rav Maimon School in Israel. Pupils exchange letters, and staffs have visited each other’s schools.
- The school has an Informal Jewish Education Coordinator who plans a variety of activities and celebrations for the *Chagim* (Jewish Festivals) and *Yom Ha’atzmaut* (Israel Independence Day). These help to promote the Jewish ethos of the school, and provide enjoyable informal learning opportunities.

### **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 positive nature of the school as you enter the building is palpable, with displays that present a vibrant culture and love of Judaism. This includes the displays on almost every corner which highlight kindness, respect and well-being, and promote aspects of respect and tolerance in all walks of society.

- On one such display, all the children in Reception had written notes to a friend, expressing their friend's qualities. These notes were displayed around a huge picture of an air balloon in which the photograph of each child in the year group was placed. Another display situated by the school office has the Hebrew phrase: 'How good and pleasant it is to be brothers together'. This display, which can be seen as one enters the premises, clearly promotes the harmony which is felt across the school.
- Clear school and playground rules are displayed in the school building and in the playground. These help to remind and promote the values of kindness and respect shown to teachers and pupils of all ages.
- The relationship between all staff, including lunchtime supervisors, caretakers, senior leaders, teachers and teaching assistants, appears harmonious and respectful. This gives a positive and clear message to all pupils.
- Another display focused on the well-being of the pupils, highlighting specifically their mental health. It directed pupils to areas where they could relax, and safe spaces in which they could talk to members of staff about their feelings or concerns.
- The mental health awareness drive which permeates the school is further enhanced by a wonderful quiet area. It is decorated with relaxing pictures and artefacts; soft music plays in the background, there are bean bags on which to relax, and a library. Pupils are encouraged to use this space if they feel the need to take time out from the busy school day. There is also a designated classroom where pupils can talk and share their feelings.
- The *Tefillot* (prayers) are said and sung by pupils with thoughtfulness, resulting in an appreciation of themselves and those around them. All the classes observed reciting *Tefillah* were very focused and engrossed in their *davening* (praying). They sang *Tefillot* with gusto and passion, demonstrating their understanding of what they were saying. An example of this was a Year 4 class in which the pupils were asked to recite the *Amidah* to themselves in silence. The pupils showed reverence when saying this *Tefillah*.
- The pupils elect a School Council each year which ensures that their voice is heard. It reflects democracy and the society in which we live, as well as demonstrating the process of electing representatives to uphold the rules and functioning of society.
- Pupils demonstrate the height of *Derech Eretz* (respect) and good manners when walking through the school, playing in the playground and when eating in the dining room. There was a pleasant and calm atmosphere in the dinner hall during the inspection, with pupils demonstrating good manners as they ate their lunch and spoke respectfully to their peers. Lunch time culminated with *Birkas Hamazon* (Grace after Meals), which was sung with respect. This was enhanced by the teacher explaining the meaning of the various parts of this prayer.
- The atmosphere around the school, in the playground and the lunch hall is permeated with good *Middos* (character traits), and a set of values which has been adopted by all.
- One parent said: "Throughout the year, the pupils take on different projects that give them an appreciation and understanding of the wider community". This is reflected by the charity projects undertaken by each year group such as GIFT (a charity which distributes food to the needy), Camp Simcha (toys for children in hospital) and Chai Cancer Care. Pupils in each year group choose different charities to support, and a display in the school corridor shows where their *Tzedakah* (charity) is going, and how much they have collected. These charities often write to the pupils to thank them for their support, and their letters are displayed on the same board. The school has also participated in the national *Mitzvah* Day which supports charities of all faiths and denominations.
- A focal project undertaken by pupils in Year 5 was to learn about the history of World War 1 and Armistice Day in particular. This provided them with the opportunity to teach the other Key Stage 2 groups about the First World War.

## Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Broughton Jewish Cassel Fox Primary School to complete an online questionnaire (Survey Monkey) about their views of the school.

**The majority of parents are happy with their children's progress in Jewish education, as reflected in comments such as:**

- *We have 3 boys in the school and have only been impressed with the high standards of Kodesh the boys have received in a safe, relaxed yet professional atmosphere... please G-d (they) will continue to blossom and grow into secure, happy adults who are comfortable in their Jewish identity and culture.*
- *The school really does manage to teach Torah Im Derech Eretz.*
- *Thank you for all the teachers hard work in preparing lessons and making sure they are kept interesting for the children.*

**A significant number of parents are less satisfied, as reflected in comments such as:**

- *We would like more feedback and explanation of the general curriculum and ethos please.*
- *The school has shifted its ethos, but without clearly defining itself or aiming at anything, it is therefore leaving parents and students alike, somewhat confused and rudderless.*
- *The school doesn't seem to have a united direction within Jewish studies. The teachers and head don't seem to be on the same page of what their children should be learning and what the ethos of the school is.*
- *Teaching and feedback received from our children can be inconsistent and patchy. The school does a good job but where children are falling behind, this isn't always communicated effectively to the parents, if at all so it's hard to know how to support this at home.*

These comments relate to a perceived lack of communication mainly between parents and the school.

It should be noted that the inspectors were aware of the survey results and the parents' views during the course of the inspection, but still found the school to be outstanding in its overall effectiveness.

**The following comments encapsulate parents' views in more detail:**

*I am extremely happy with the progress my son is making both in his Jewish general knowledge as well as learning Torah and Mishna. In addition I am proud of his middos that are fine-tuned at school, and being considerate of his fellow pupils as well as respecting other people's different views. Yomim Tovim are extra special with him coming home with all the additional information he cannot wait to share with us. The school really does manage to teach Torah Im Derech Eretz. Thank you for all the teachers hard work in preparing lessons and making sure they are kept interesting for the children.*

*Very impressed with the high level of kodesh education in the school and the general atmosphere of true Torah values.*

*For the older children it would be useful to see more of what the children are doing and how they are learning things like Chumash so that we can practice/reinforce this at home*

*It is most impressive how the curriculum has built upon their knowledge of halacha (Jewish law) and minhag (Jewish customs) etc, in a deeper way as my child has gone through the school. Also on Shabbos, their Sedra sheets always end off where the child has to connect the link from the Sedra to a message about middos lessons they can learn from it. This exemplifies how good middos are emphasised in the school.*

*There is a heavy over emphasis on the State of Israel in Kodesh (in my opinion)*

*The education my child receives is not just confined to the classroom, they use their knowledge especially of halacha and mitzvos in a practical way during their day.*

*I am so happy with, and grateful for, the way the leadership of the school and of Kodesh studies, led by the brilliant Rabbi Pearlman, are constantly striving for better – better ways of connecting with the kids and connecting the kids to their Jewish studies, better ways of bringing more meaning to the kids – allowing the kids to think for themselves, and better ways of helping the kids find, and connect emotionally with, themselves and spirituality. Other than for moving to Israel one day please G-d, I wouldn't send my kids anywhere else in the country.*

*The Kodesh in Broughton Jewish is of the highest standard and incredible effort is put in by all the Kodesh staff. The staff are extremely warm, kind and caring and treat each child as an individual! The teachers go above and beyond for the children. They lead by example in middot too.*

## **GLOSSARY**

### **WHAT INSPECTION JUDGEMENTS MEAN:**

<b>GRADE</b>	<b>JUDGEMENT</b>	<b>DESCRIPTION</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for the needs of all its pupils.
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.