

## SINAI JEWISH PRIMARY SCHOOL INSPECTION REPORT

**Local Authority** London Borough of Brent

**Inspected under the auspices of** Pikuach

**Inspection dates** 27<sup>th</sup> and 28<sup>th</sup> April 2015

**Lead Inspector** Sandra Teacher

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

**Type of school** Primary  
**School category** Voluntary Aided  
**Age range of pupils** 3 to 11 years  
**Gender of pupils** Mixed  
**Number on roll** 687  
**Appropriate authority** United Synagogue  
**Chair** Mrs Rosalind Goulden  
**Headteacher** Robert Leach  
**School Address** Shakespeare Drive, Kenton, Harrow, HA3 9UD  
**Telephone number** 0208 204 1550  
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## Introduction

### Inspection team

**Lead Inspector:** Sandra Teacher  
**Team Inspector:** Enid Korn

- This inspection was carried out by two inspectors, who visited lessons or parts of lessons observing all Jewish Studies teachers across all year groups. Inspectors observed *tefillah* in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- Inspectors observed the school's work, and looked at a range of documentation, including pupils' written work, teachers' lesson plans, the Jewish Studies curriculum, minutes of governing body meetings, the school's self-evaluation document and the school's improvement plan. They also heard pupils read. Lunch time clubs were also observed.
- Discussions were held with the Headteacher, Deputy Headteacher, Head of Jewish Studies, the Special Educational Needs Coordinator, the Head of Foundation Stage, groups of class teachers and teaching assistants, the School Rabbi, members of the governing body, Jewish Studies teachers and pupils.
- Inspectors took account of the views of parents and carers in discussion and through the online *Pikuach* questionnaire.
- This inspection took place at the end of the five year cycle for Section 48 inspections, using the latest revised version of the Pikuach framework. The school requested that *Ivrit* should be included in the inspection.

### **The inspection team looked in detail at the following:**

- The progress pupils make in Jewish Studies (JS)
- The quality of teaching, learning and assessment in Jewish Studies
- Leadership and management of Jewish Studies including the quality of the curriculum
- Spiritual, moral, social and cultural development, including collective worship (*Tefillah*).

In order to make a judgement about the quality of Jewish education provided in the school, inspectors make **six** key judgements. These are:

- the overall effectiveness and efficiency of the provision of Jewish education in the school
- the quality of leadership, management and governance of Jewish education in the school
- the achievement and progress over time of pupils in their Jewish education at the school
- the quality of teaching and learning in delivering the Jewish curriculum of the school, including standards of behaviour and the quality of assessment of pupils' progress affecting it
- the quality of the Jewish curriculum itself, including meeting the statutory requirement for a daily act of collective worship
- The quality of provision for spiritual, moral, social and cultural development of pupils, including its impact on the whole school community.

## Information About the School:

Sinai Jewish Primary School is the largest Jewish primary school in Europe, with 687 pupils on roll. It was established in 1981 with a nucleus of pupils from the former Solomon Wolfson and Yavneh Primary Schools. It is an orthodox, co-educational three-form entry school for children aged 3-11, located within the London Borough of Brent. The Foundation Body is the United Synagogue.

Approximately 17% of the pupils have learning difficulties and disabilities relating to Jewish Studies. Whilst 25% speak English as an additional language (EAL), only a small number need support, as most are able to speak and write fluently in English. The majority of pupils go on to Jewish Secondary Schools.

The last Pikuach inspection took place in 2010, and more recently the school had an Ofsted inspection where the overall effectiveness was judged to be good.

## Inspection Judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>The achievement of children in their Jewish education</b>	<b>2</b>
<b>The quality of teaching and assessment in Jewish education</b>	<b>2</b>
<b>The extent to which the Jewish education curriculum meets children's needs</b>	<b>2</b>
<b>The extent of children's spiritual, moral, social and cultural development including the duty to fulfil the daily act of collective worship</b>	<b>1</b>
<b>The effectiveness of leadership and management of Jewish education, including through partnerships</b>	<b>2</b>

## Overall Effectiveness:

### The quality of Jewish Learning provided in Sinai School is good because:-

- Spiritual, moral, social and cultural development is outstanding; diversity and difference are valued and celebrated and the school is very successful at meeting its aims.
- The drive, commitment and inspiration of the headteacher, Director of Jewish Studies (JS), governors and senior leaders ensure that the children make good progress and achieve well in their Jewish education.
- The curriculum has been well thought through and enables the children to link Jewish learning to their everyday lives.
- Teaching overall is good and relationships are excellent, modelling on the school's Jewish ethos and values.
- Partnerships with parents are outstanding and the family atmosphere within the school strengthens the children's education.
- *Ivrit* (Modern Hebrew) makes a positive contribution to the work in JS and it is an area the school is developing.
- The school meets the statutory duty of daily collective worship, and this plays an important part in preparing pupils for participating in the community life.
- The pupils are given a good start to their Jewish Education in the Early Years Foundation Stage and this continues throughout the school so that Year 6 pupils are well prepared for transition to secondary schools.

### It is not yet outstanding because:-

- The quality of teaching needs to be consistently good.
- The good start made on curriculum and *Ivrit* development still requires further work.
- Summative assessment systems for all areas of the curriculum are not fully yet in place.
- Middle managers are developing their roles and responsibilities.
- The use of worksheets for homework does not always reinforce the learning from the classroom.

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

- To build on the existing tracking system used in the Jewish Studies department by creating a more sophisticated tracking system using the most up to date computer software. This will enable the tracking of specific children and groups of children in each area of the JS curriculum.
- To Introduce JS 'Passports' in line with the Secular Department, so that children are fully aware of their next steps for learning.
- To increase pupil productivity through the use of different learning strategies and reducing the use of worksheets to differentiate for children, particularly as regards being used for homework.
- To establish a consistent Hebrew speaking programme enabling all pupils by the end of Year 6 to be fluent in basic Hebrew conversation.

## **Achievement of pupils in their Jewish Learning is good because:-**

Achievement and progress are good for all pupils. Those with special educational needs and those who do not speak English at home make the same good progress as their peers and achieve well in their Jewish education.

The Early Years Foundation Stage gives the children a good start to their Jewish education and they make good progress in all the areas of learning. They are beginning to learn about the stories contained in the weekly *parashah*, and these are linked to *Middot* (Jewish Values).

All pupils know about *Shabbat* and *Chagim*, and there are monthly *Rosh Chodesh* celebrations, but the greatest strength is in their sense of identity, which celebrates diversity both within Judaism and between different cultures. A visit from a local Catholic school during the inspection enabled the pupils to share different aspects of dance. Music and song reinforce the *tefillot* (prayers) they experience first thing in the morning, but rather than being part of a standard service, the pupils sing the songs for pure enjoyment. Key pupils lead the service and recite the *Havdallah* blessings.

Pupils make particularly good progress in reading Hebrew. Recognising this as an area for development, the school has put in place a system whereby every pupil is taken out individually to read. Standards are slowly rising in reading, but Hebrew writing and other skills are not measured as part of the Jewish Studies curriculum. Learning *Ivrit* also contributes to pupils' knowledge base and even the children in Reception and Nursery are easily able to understand directions in Hebrew given by the teacher, and to respond in Hebrew. Throughout the school, there are signs in both languages to reinforce the reading recognition and the acquisition of key vocabulary.

The school is undertaking pioneering work in setting up an assessment system so that progress can be clearly tracked and measured. The baseline, setting out pupils' different starting points and covering all aspects of Jewish studies, is not yet complete, so assessment continues to be an area for development, although all staff know the children really well, and know what they need to focus on to move their learning forward.

The integration between Jewish education and daily learning is an area the school is working hard to develop. Some very good examples were seen during the inspection visit, such as making acrostic poems about *Shabbat* and/or learning about the phases of the moon to celebrate *Rosh Chodesh*. There are strong links with the literacy curriculum, performing arts and music, and design technology. During *Purim*, pupils dressed up and acted out the story of the *Megillah*.

There is clear evidence that the pupils' subject knowledge builds effectively on prior learning. So, for example, in a *Chumash* lesson, the pupils had to identify and work out for themselves the Hebrew words from familiar roots so that they could translate them into English.

Pupils' comments from their end of term *Siyyum* reflects their learning of sections from the book of *Bereshit*. One pupil stated: "I have learnt and achieved many things, such as translating, grammar and *Rashi*."

A new influx of iPads is now having an impact on achievement in JS, in particular in terms of research. For example, when pupils had to research facts about Israel while learning about *Yom Ha'aztmaut*, they learnt that the glue used for stamps in Israel is both edible and kosher.

School leaders recognised that general knowledge needed further input, so have introduced a General Knowledge Curriculum with challenge booklets for the pupils to improve their knowledge in all aspects of the curriculum. This has been greatly enjoyed, with a high level of participation.

Homework adds to pupils' achievement, and Year 6 pupils prepare Powerpoint presentations about the weekly *Parasha*. Pupils are expected to practise reading at home, and where there have been difficulties, the Seed programme has enabled 5 parents to learn to read Hebrew to keep up with their children. However, as yet, this has not been possible for all parents to benefit.

### **The quality of teaching and assessment in Jewish Learning is good because:-**

The quality of teaching and learning overall is good because all adults know the children well and there are excellent relationships. Parents are involved in their children's learning with the Family *Parashah* Scheme in Year Six and the weekly Family *Parashah* Sheets which include questions for discussion at home. However, a significant minority of parents expressed concerns about the use of worksheets for homework.

Pupils recently produced their own *Haggadot*, so that they could take their learning home and impress their families with their knowledge. Cultural differences were identified so that the children learnt from each other and shared personal experiences. However, at times, there are missed opportunities for independent learning, as much of the work takes place on photocopied worksheets, and pupils are not given opportunities to write down their own ideas.

Jewish studies staff and all other adults receive effective support, both from the school and external consultants, particularly with regard to Jewish subject knowledge and pedagogy. All Jewish Studies staff are being encouraged to gain qualified teacher status and the school uses the School Direct Teacher Training programme to achieve this.

Where teaching was most effective, all the pupils were engaged and a purposeful learning environment was created. For example, in a *Chumash lesson*, the pupils actively engaged with the electronic whiteboard to help them understand the meaning of words like 'ereztz' (land) and how they linked to modern Hebrew. The teacher encouraged lively discussion over questions Avram could ask *Hashem*, such as: "Where am I going?" or "What do I need to take with me?"

Year 2 pupils achieve well and are learning to write in script. They recognise the letter final *Fey* and know the words *Anaf* and *Guf* which links their JS learning to their *Ivrit* studies.

With the implementation of the new National Curriculum, and *Ivrit* being taught as a modern foreign language, the focus is now shifting to developing more fluency in speaking and understanding and the school takes every opportunity where possible to consider this.

Marking, although focussing on the learning objective, does not always give pupils clear points for improvement so that they know how to better their work next time. Teachers do not always expect pupils to respond to the comments they write when they mark work. A clearer description of the next steps in learning as regards their Jewish knowledge, rather than just literacy skills, would help to accelerate the learning even more.

The school has agreed that assessment in Jewish Studies is an area for development and will build in systems so that every pupil knows what it is they are expected to learn and also how to improve.

The displays around the school improve the learning environment, so that, for example, the pupils can be constantly reminded of Israel and their links to it, through the commemoration of *Yom Hazikaron* and the celebration of *Yom Ha'atzmaut* and *Tu B'Shevat*. The mosaic designs on display link JS to work in art and design and add to their understanding about their Jewish identity.

### **The extent to which the Jewish education curriculum meets children's needs is good because:-**

The school has searched for the best expertise to support all the areas of learning by having close links with many schools, and educational advice groups, both Jewish and non-Jewish, always searching for best practice. The JS committee reflects this level of expertise through its knowledgeable and experienced members.

The school's vision is *to instil in every pupil a love of and a pride in their Judaism and Eretz Yisrael and equip them with the academic and practical tools that will enable them to continue their Jewish practice at the level they choose*. This vision will be carried through by focusing on both experiential and academic Judaism.

Pupils are introduced to Jewish history, religious practice and ethical values with relevance and a sense of engagement. A wide and stimulating range of additional activities enhances the curriculum and provides the pupils with a rich experience of Jewish life and beyond. These include music, art, dance and special events such as the *Chagigat Ha'Siddur*.

Creative innovation is portrayed through strong links between the PSHE curriculum and the *parshiot*. For example, when the *parasha* of the week contains ideas about *Lashon Hara* (gossip), the pupils learn about friendship and kindness.

Every term there is a special week allocated for teachers to focus on PSHE development. During Anti-Bullying Week, the pupils created an anti-bullying poster as part of their homework, which was displayed in school.

A new initiative is the introduction of an enrichment programme where pupils choose from 10 different activities, for example, woodwork, music and drama. The choir sings Hebrew songs, or they can learn keyboard skills to play Jewish music. Different organisations are invited to the school, for example, Streetwise gave pupils an awareness of fire safety when lighting *Chanukah* candles.

The Family Education programme (funded by Seed) is an exciting and successful project. The 'Wisdom Drive In' or 'Proud to Belong' competition is already showing not only how parents are becoming more involved in their children's learning but also developing knowledge and skills for the parents themselves.

### **The quality of pupils' spiritual, moral, social and cultural development is outstanding because:-**

- The school meets legal requirements for collective worship through daily *tefillah*. Included in daily worship is *Shacharit* (morning prayer) and other opportunities such as *Birkat Hamazon* (Grace After Meals). The vast majority of pupils take part with enthusiasm. In particular, inspectors felt there was a strong reflective element present in the Year 3 *tefillah* that was observed. Where possible, *Ivrit* was used as the instruction for *tefillah*, which reinforced the use of *Ivrit* as a modern language.
- Once a week, some Year 6 pupils are given the opportunity to lead the *tefillah* for other classes in the school alongside the Jewish Studies teachers.
- The school gives every opportunity for pupils to celebrate religion in school. This includes the celebration of *Chagim* (festivals) and experiences such as a *Shabbaton*. It is evident from pupil feedback that these are positive experiences and in some cases can inspire pupils to commit to greater Jewish observance. One pupil remarked about the *Shabbaton* that: "Everyone kept *Shabbat* regardless of their level of observance."
- The Informal Education programmes, introduced in September 2014, offer excellent enrichment opportunities for pupils and parents alike, and in some cases have equipped parents with the skills to assist the school as parent volunteers.
- The PSHE programme provides social and moral support for pupils. The Sex & Relationships education in particular is excellent and covers all aspects of the life cycle, for example, when teaching about babies, the approach is 'Creating Something out of Nothing - a man and woman together with *Hashem*.'
- The pupils undertake a large amount of *tzedaka* (charity) initiatives, and have many local and wider linking opportunities. The school has taken an active part in the *Tzedek* linking programme which supports Third World charities and sent two members of staff to a school in Ghana as part of this. Pupils raise money for their favourite charities and they hold bazaars and other fund raising activities. For example, courageous girls cut their hair in front of the school in aid of *Zichron Menachem*, their chosen charity.
- The school has a weekly focus on a *middah* (character trait) that is introduced to pupils every Monday. During the week of the inspection pupils focused on 'honesty'. This may be linked to the weekly *Parasha* (*Torah* reading) or it may be chosen as a response to a specific behavioural issue.
- All children are fully engaged in all aspects of school life in a respectful way as a result of clear expectations and routines set by the leadership team and all staff. Behaviour in and around the school is impeccable, because children all understand and respect boundaries and the clear expectations set by all staff, the leader of assembly, and the older children.



## **The effectiveness of leadership and management of Jewish learning is good because:**

The drive, ambition, and commitment of the head, Director of Jewish Studies, senior leaders and governors are strong and have enabled this school to build firm foundations for its future. Family and inclusion lie at the heart of Sinai and the strong involvement of all parents, who are wholly supportive of the ethos and direction, contributes to the learning environment. They work hand in hand with the professional staff, for the benefit of both their children and the community.

The leadership team is very strong. It embodies the aims and ideals of the school and is constantly working to disseminate them to all adults. They are still on a journey to ensure the best practice is accepted and learnt by all.

The Director is working to embed new teaching and learning practices as well as reviewing the curriculum in order to ensure that the allocated hours for Jewish Studies are used in the most effective way possible.

The headteacher shows an outstanding drive and commitment to Jewish Studies and is working closely with the Jewish Studies department in order to ensure that the same rigorous standards that are expected throughout the school also apply to Jewish Studies and *Ivrit* lessons. Jewish Studies is integrated within all aspects of school life, with the headteacher and Director of Jewish Studies keenly identifying cross-curricular links to blend secular and Jewish education. This is something that pupils like and is a notable strength of the school, for example, the focus of the Key Stage 2 *Chanukah* plays this year is 'heroes.' These plays have been developed by the main class teachers with some Jewish input from the Jewish Studies teachers. All staff are fully engaged in the Jewish life of the school and this helps to create a true community atmosphere, as demonstrated when a non-Jewish teacher wished the children '*Chag Sameach*' at the end of the school day.

The Director of Jewish Studies has given priority to forging links with other schools and educators in order to help ascertain what is considered as 'best practice' as well as what should be included in the Jewish Studies curriculum. In addition, the school has good links with local rabbis and the Jewish and non-Jewish communities, who are involved in the Jewish life of the school.

The school's own Rabbi, Rabbi Shisler, provides strong support and is fully involved in all aspects of school life.

The support that the governors give to Jewish Studies is outstanding. They have appointed a specific governor to work with the Jewish Studies department in further developing the Jewish education within the school. This governor is not only involved in strategic development but also comes into the school on a regular basis to support Hebrew reading and other activities. The governors are very aware of the challenges that exist within Jewish Studies and *Ivrit*, and work in a supportive manner together with the headteacher and Director of Jewish Studies in order to ensure their development. Staff, pupils, parents and governors are all overwhelmingly supportive of the Jewish ethos of the school.

## Provision in the Early Years Foundation Stage is good

Children enter the Nursery from a wide variety of Jewish home backgrounds, with a small number from practising *Shomrei Mitzvot* (religious) families. They have a good start in the Nursery and make good progress, particularly in *tefillah*. This good start in the Nursery in *tefillah* is built upon in the Reception class and the children have a good knowledge for their age of many of the basic morning prayers. Their attitudes and confidence are good. Teaching is good and the staff's enthusiasm for Jewish learning is conveyed to the children who are well behaved and avid learners, keen to role play their *Shabbat* service and practice their Hebrew letter knowledge. They are even given opportunities to do this in the outside play area.

The festivals of the Jewish calendar are celebrated in song, practical role play activities, cooking and stories. In Reception, the newly introduced *Aleph Champ* Reading Programme has ensured that the majority of children have made a good start in their ability to read Hebrew. *Brachot* (blessings) before food are an integral part of the daily provision.

Personal, social and emotional development is strong. However, there are some missed opportunities to integrate all the seven areas of learning into the JS sessions. Learning journals do not always specify what a child has learnt within the Jewish curriculum, and next steps for learning are not always shared with parents.

There is no identified leader for Jewish Studies in the Early Years, and the school is working to rectify the situation by developing staff within the middle management team.

## Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Sinai to complete a questionnaire about their views of the school. There were 145 responses, the majority very positive. The comments below encapsulate their views:

*The infectious passion and enthusiasm of the LK department at Sinai is quite unlike any education department I have ever seen. They ought to be commended on their commitment and dedication to giving the children a modern and accessible guide to Jewish learning. I feel very lucky for my child to have such wonderful teachers.*

*I have been amazed at the high standard of LK work in school and brought home (Hebrew reading, parasha). The overall Jewish life and Jewish experience is beyond anything we could imagine for our kids. However as the children progress beyond y4 it would be good to see class work/books brought home so parents can feel more connected to the material taught in class- both for JS and ivrit. The family education programmes are fun and informative. To me it seems there is a wealth of in-depth knowledge and interest amongst the parents and children in the school community that the school doesn't seem to expect, but comes out during these family programmes.*

*Whilst I am happy with the school's provisions for Jewish Studies. For me I would prefer a stronger focus on teaching pupils to speak and understand Hebrew.*

*My daughter enjoys her Jewish studies and has learnt a lot which she enjoys and practises at home & in shul.*

*I find the LK teachers hugely enthusiastic and dynamic. They engage really well with the children. One very small point, I feel the text of the weekly parasha could be better adapted and more easily understood for Year 1 children.*

*Both my children struggle in Hebrew reading and writing but only get help once a week!! It's not enough help.*

*The school taught my child to read Hebrew fluently at a young age. My child is confident in his ability to read Hebrew and was able to do Anim Z'mirot in synagogue from a young age and continues to do so regularly. He enjoys JS lessons. He particularly enjoyed the Etgar quiz outing in Year 5. The school excels in the way it celebrates festivals. When I took my son to his JFS interview the teacher interviewing him acknowledged the fact that Sinai prepares children extremely well for JS in Secondary school. My elder child who is now in Year 9 went straight into the top set of the JS and Ivrit classes. My son also enjoys being a Tefillah monitor for a younger class in the school.*

*My son enjoys his Jewish Studies lessons and takes pride in sharing his Jewish learnings with us at home. The school brings to life the Jewish festivals in a very special way that engages the children with joy and enthusiasm. Parents are welcomed to the school to join in these occasions, particularly Pesach and Chanukah, and it is a wonderful and emotional experience to be a part of the school's strong Jewish culture.*

*My children love JS at school they are so enthusiastic and proud of being Jewish. The JS teachers at Sinai have been a great influence on their lives.*

*Can't get better than Sinai. This school is amazing!!!!!!*

*I am very proud that the school encourages the children to do mitzvot and amazing things for charity outside of the school but with the help of the school. For example getting involved in the school choir and singing at the Yom Ha Shoah event, cutting hair for Zichron Menachim. Running marathons for secular charities and all sorts of events like that. I would like the homework and some of the things that I see at home, be a little more modern and up to date than some of the work sheets I have seen, that is my only criticism.*

*The beginning of the year was a challenge in terms of transition with the introduction of aleph champ after learning with lamdeni in the reception year, it felt like the children were starting again in terms of reading. Our child really loves JS, the teachers in year one are very encouraging and positive. The year group Seder is always excellent, well lead and run and a lovely atmosphere. The Chanukah assembly with all the school is a wonderful experience.*

*I have found all the JS staff in the school to be extremely approachable and the lessons are varied with a 'fun' approach to learning. Staff, in particular, always find the time to listen to parents and his Ohel Torah group is the highlight of my child week.*

*With regards to question no 4, our child does not have a reasonable ivrit vocabulary. The school does not teach a strong focus on learning ivrit. Question no 8. Home is a greater role in the development of Jewish values. The Chanukah assembly is one of the most amazing experiences for children and parents, one that will stay with the children forever. The atmosphere is incredible, the children and teachers are so involved, it's a very emotional experience. The school works with Seed and arranges some fantastic experiences both during and after school for children and parents.*

*The only area in which the school does not excel in their LK curriculum is Modern Hebrew. They focus on reading for Tefillah purposes which of course is important but the children's knowledge of how to speak Hebrew is very minimal. Otherwise, the school does a great job of getting the children to love Judaism and all the religion has to offer.*

*The celebration of the Jewish festivals is especially impressive in the school. In particular the Hanukkah assembly and the model seder. I would like to see a range of Hebrew reading books at an appropriate reading level to promote reading Hebrew with understanding.*

*So pleased with the education my son is receiving. Thank you Sinai, you have given him a lot of encouragement.*

*My son loves his Jewish Studies lessons and enjoys bringing home what he has learnt to share with us around the shabbat table.*

*The Jewish studies department are very friendly and helpful*

*My child receives weekly Parasha homework. The last time that it was marked by the teacher was the end of January!*

*My son has special needs and the school take this into account but never leave him out.*

*My children have learnt at school to read & write in Hebrew but they are not able to have even a basic conversation in Hebrew. Apart from that they enjoy their JS lessons.*

*I feel the school should do more reading with the children and not rely on parents to teach their children to read.*

*Children need feedback and therefore homework needs to be marked regularly.*

*Child is very happy and developing knowledge of Judaism and Hebrew reading.*

*It would help if homework was marked consistently every week as when this doesn't happen there is no incentive for a child to do it. It would also help if the weekly Parashat worksheets were brought up to date a little. They seem to have been used for many years and could do with being refreshed.*

*I have two children, one of which has now left and in secondary school so I talk from experience. My biggest gripe is that the homework from the Jewish Studies / LK is so boring that I don't understand why they bother. To photo copy work sheets for our children to do each week which includes a piece of writing to copy does not offer any interest what's so ever and this is the same photocopied sheet that my other daughter did!! Homework should continue the interest they were offered at school. It needs to reflect interest, the school's approach and not an easy cop out. There is a flaw in question 4. My child is progressing very well in Hebrew reading and writing but speaking skills are almost non-existent. This question should be broken up into the separate skills*

*My son has always had the best JS teaching. It is his favourite subject and he comes home full of what he has learnt and stories he has heard.*

*My son is really thriving in this Jewish school and it is very fulfilling for us as parents to see that .*

*The warm, Jewish atmosphere is fantastic. Especially during the chagim. My son is excelling at reading Hebrew thanks to the Jewish studies teacher who has encouraged us to push him. He is only in reception and is on yellow book of aleph camp which is a great achievement and credit to the school.*

# 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 all its pupil's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils.