

The Commission on Jewish Schools

The Future of Jewish Schools

Consultation Document

A Project of the Jewish Leadership Council

The Commission on Jewish Schools is a project of the Jewish Leadership Council. We are grateful to the UJIA and the Board of Deputies for providing professional support and infrastructure.

Chairman

Professor Leslie Wagner

Professional Specialist Support Team

Secretary to the Commission

Alastair Falk, Director of Educational Leadership – UJIA

Alex Goldberg

Community Issues Director, The Board of Deputies of British Jews

Jeremy Newmark

Chief Executive, The Jewish Leadership Council

Research and Communications

Emma Levy, Research and Communications Officer

Administrative Support

Zippy Myers, Administrator

Charity Registration Number 1115343 The Jewish Leadership Council is a company limited by guarantee. Registered in England and Wales No. 5742840

JLC is a charitable company which operates in furtherance of its charitable purposes only. JLC shares premises and some other resources with The Jewish Activities Committee Ltd. a non-charitable company limited by guarantee and registered in England (No 6017865) and having its registered office at 6 Bloomsbury Square, London WC1A 2LP. These facilities are made available pursuant to a contract, on arms length terms. The two companies are not legally connected in any other way.

Contents

Foreword	4
The Background	5
Summary of the Key Issues	9
Issue 1 Future Supply and Demand	11
Issue 2 Jewish Ethos	22
Issue 3 Leadership and Governance	26
Issue 4 Funding	28
Issue 5 The Wider Education and Political Issues	30
How to Respond to the Consultation Document	34
Consultation Questions	35
Appendix A – Members of the Committee and Terms of Reference	40
Appendix B – Board of Deputies Community Policy Research Group Report	44

FOREWORD

I am delighted to introduce this consultative document and urge everyone to respond to the questions raised within it. The issues we have identified are important ones for our children and grandchildren's future. I am sure that those involved in our schools are already aware of most of them and have been discussing these issues for some time. The work of the Commission over the next 9 months provides an opportunity for this discussion to be structured, focused and better informed, with a real possibility of agreed change as the outcome.

About half of this document is taken up with issues of supply and demand. This is not because we believe these issues to be more important than Jewish ethos, leadership, finance, or the wider political environment within which our schools operate. We are aware, of course, of the inter-relationship between many of the issues. For example, a change in ethos is likely to affect demand. However, the issues relating to supply and demand are relatively new, are the subject of intense discussion and have a database around which debate can take place. The fact that data and established methodologies exist does not make the debate any less heated. Nor does it mean that we will not give the same attention to all the other issues in our report in the light of the responses we receive to this document.

My fellow commissioners are aware that our main role is as catalysts for change, which if it is to be effective, must come largely from within the Jewish school system itself. This document and the response it stimulates are intended therefore both to inform our own perspectives and to stimulate discussions and proposals for change from within our schools. We will listen carefully to the responses, engage in dialogue with school and other leaders, hear the views of experts both inside and outside our community, and seek to frame our report in partnership with the stakeholders in our school system.

This will be no easy task. Many of the issues are difficult and some are long standing. We cannot wave a magic wand, even over a 9 month period, and solve them instantaneously. However we will not shirk any issue just because it is difficult and we will not accept wishful thinking as a substitute for hard choices. Our hope is that in this way viable policy options will emerge and indeed, that through our process of engagement with the key players, some of these changes will be in train before we finally report.

We have a busy period of work ahead of us, and we ask for your help and co-operation to produce an outcome which will enable our schools to enhance the incredible service they give to our community.

Professor Leslie Wagner CBE

Chairman

Tishri 5768 October 2007

THE BACKGROUND

Jewish schools are one of the great success stories of Anglo-Jewry over the past 30 years. In 1975 there were some 12800 pupils attending Jewish schools. Twenty years later the figure had risen to close to 19000. In 2005/06, the latest year for which comprehensive data are available, there were estimated to be around 26500 Jewish pupils in Jewish day schools. This means that **over 50% of Jewish children between the ages of 4 - 18 are now in Jewish day schools**. Of course this growing aggregate figure conceals significant differences between London and the Regions, within areas of London itself, between different religious groups, and between the different stages of education: nursery, primary and secondary. Nevertheless, the dramatic growth rate over the last decade, at a time when the overall school population is declining, is an achievement of which the community, and particularly those involved in our schools, can be very proud.

Moreover the **general educational standards of Jewish schools have been consistently well above average**. Analysis by the Institute for Jewish Policy Research (JPR) in 2002 showed that pupils in Jewish schools achieved at least more than 10 percentage higher points scores than the national average in key stages 1 to 3. Around 80 percent of pupils at Jewish comprehensive schools achieved 5 or more GCSE or GNVQ grades A* to C at the end of the 1990's, compared with the national average of around 50 percent. Both percentages have risen since then but the difference is still substantial.

Against this background of success, it may seem hardly surprising that the **number of available school places is growing**. As well as the continuing growth of strictly orthodox school places, further increases in mainstream school places are already in the pipeline, particularly in secondary education, with the opening of Yavneh College in Borehamwood in September 2006, and the well-advanced plan to open a cross-community secondary school in Barnet in 2010. When these schools are fully developed in 2016, they will increase the number of places in mainstream secondary Jewish education in London by some 50 percent. Many in the community welcome these new developments in providing increased opportunities for Jewish schooling. Others caution against **possible future over capacity** in relation to likely demand. Supply and demand issues therefore form a key focus of this consultation document.

There are **other issues** that regularly come to the surface in discussions on Jewish education. Key amongst these are questions about **school ethos**, and the **quality, standards** and direction of the religious education provided. This in turn leads to the more fundamental

question of the **purpose** of Jewish schools and the diverse reasons why parents do or do not choose them. Effective **leadership** and skilled, well qualified teachers are also important issues. **Recruiting** and retaining high quality staff, particularly in Jewish studies, has been a continuing concern for many years. We also need to consider the **financial environment** under which schools operate. This remains changing and challenging, whether schools are in the private or state sector, and this in turn is a factor in the increased responsibility and role of **governors** and parents. Finally, Jewish schools all function within the framework of **Government policy** and particularly within the context of the **current debates over faith schooling**.

In response to growing debate around many of these issues, the Jewish Leadership Council, with the support of the Board of Deputies and the UJIA, decided to establish a **Commission on Jewish Schools** to give urgent consideration to these matters and to make recommendations as to how they might best be addressed. The members of the Commission and our terms of reference are given in Appendix A. The Commission began its work in July 2007 and is expected to **report within 12 months**. This is a daunting task given the complexity of the issues involved. However we are determined to succeed and to engage and consult with those involved in the work of Jewish schools, as well as with the wider community. We are establishing a number of **advisory groups**, representing different stakeholder groups in the community, whose role is to provide us with ongoing advice and consultation as our work develops. Our main formal consultation is through this document, which is being circulated widely in the community, and which is also available on our website (www.jlc.gb.com). Here we set out the issues we believe we need to address, as they appear to us in our early deliberations, grouped around **five main areas**:

FUTURE SUPPLY AND DEMAND

JEWISH ETHOS

LEADERSHIP AND GOVERNANCE

FUNDING

THE WIDER EDUCATIONAL AND POLITICAL ISSUES

We ask a series of questions about these issues, to which readers are invited to respond. There is room for other comments as well, but by organising our consultation through a series of questions we will be able to analyse more clearly the responses. Each set of questions is grouped under one of five theme questions that reflect the main issues:

HOW CAN SUPPLY AND DEMAND FOR PLACES IN MAINSTREAM JEWISH SCHOOLS BEST BE KEPT IN BALANCE OVER THE NEXT DECADE?

HOW MIGHT THE QUALITY OF JEWISH SCHOOL EXPERIENCE BEST BE IMPROVED?

WHAT ARE THE MAJOR LEADERSHIP AND STAFFING CHALLENGES FACING JEWISH SCHOOLS AND HOW MIGHT THEY BEST BE MET?

HOW CAN THE KEY FUNDING ISSUES FACED BY BOTH STRICTLY ORTHODOX AND MAINSTREAM SCHOOLS BEST BE RESOLVED?

WHAT CHALLENGES AND OPPORTUNITIES ARE PRESENTED BY THE WIDER EDUCATIONAL AND POLITICAL ISSUES FACING JEWISH SCHOOLS?

We appreciate that there may be other ways of understanding or organising the key issues. We have not, for example, given a separate section to **parents**, because their **influence runs through so many of the other sections**. After the Government, they are the largest financial contributors to Jewish schools, and for independent schools the main contributors. Their moral and voluntary support is vital to a school's success, and governing bodies could not function as effectively without their active involvement. Above all, it is their actions that will determine which responses to the challenges of supply and demand will succeed. **We encourage parents to respond** to the issues set out here, but recognise that most parents are, quite understandably, essentially interested in their own children's school experiences and success rather than the wider issues set out below. Although obtaining a more systematic and representative parental response might be complex and expensive, we are giving serious consideration to how this might best be achieved.

A summary of the key issues, as we see them at this stage, is included below. We hope to receive a wide response to this consultation from all those who are interested and involved in these issues. Details of how to respond are included at the back of the document alongside the consultation questions.

A NOTE ON TERMINOLOGY

This document generally follows the Board of Deputies' Community Policy Research Group Report (Appendix B) in referring to schools as either one of two religious categories - 'strictly orthodox' or 'mainstream'. For schooling, the strictly orthodox community can be defined as one which expects all its children to attend Jewish schools, and in particular schools which reflect its stringent approach to Jewish practice, learning and lifestyle. 'Mainstream' covers the broad spectrum of all other schools including, for statistical purposes, those belonging to the Jewish Secondary Schools Movement, those that might be termed 'central orthodox' schools (which are the majority) and progressive and pluralist schools. A detailed list of schools can be found within Appendix B.

A SUMMARY OF THE KEY ISSUES

FUTURE SUPPLY AND DEMAND

The future supply and demand outlook and its implications is the first and longest section of this document, for a number of reasons. The issue is at the forefront of concerns of those involved in our schools, and the challenges it presents are imminent. There is a database and a methodology from which projections can be made. These include the view that mainstream schools, particularly secondary schools, face a significant imbalance of more places than pupils over the coming years. This section looks at the data and some of the potential options for meeting the challenges. Some of these options are stark and difficult. Some could involve new and radical approaches to many aspects of Jewish schools.

JEWISH ETHOS

Each Jewish school's ethos is reflected in the specific curriculum and experiences on offer. In theory this provides parents with some choice, but we do not actually know how strong a factor the particular Jewish ethos is when it comes to choosing a school. Nor is it always clear to parents exactly what is taught, and why, or indeed what standards pupils should be achieving. This section looks at curriculum, standards and inspections, and teacher training and supply.

LEADERSHIP AND GOVERNANCE

School leaders, professional and lay, are the key people facing all the challenges we outline in this document. This section raises some questions about how to provide the right support, and how to predict future recruitment trends.

FUNDING AND FINANCE

Jewish schools in England form a mixed economy. Many are state aided, making the state possibly the largest contributor to Jewish schooling in this country. The next most important financial group is the school's parent body, whose voluntary support funds Jewish Studies, and important areas such as security, and who fund most of the running costs of the private Jewish schools. Capital projects have benefited from the generosity of a number of individual and communal sponsors, and a number of individual donors and foundations contribute to the ongoing cost of running private schools, particularly in the strictly orthodox sector. This section looks at likely future funding trends and issues, and the possible impact of Government policy on private faith schools.

WIDER EDUCATIONAL AND POLITICAL ISSUES

Jewish schools do not exist in a vacuum. They are part of the broader educational and political picture. This has been even more apparent in recent years with a growing debate over social cohesion, citizenship and the role and contribution of faith schools. This section tries to put the current debates within the Jewish community in the wider context of challenges and opportunities facing Jewish schools.

ISSUE 1: FUTURE SUPPLY AND DEMAND

The future supply and demand outlook and its implications is the first and longest section of this document, for a number of reasons. The issue is at the forefront of concerns of those involved in our schools, and the challenges it presents are imminent. There is a database and a methodology from which projections can be made. These include the view that mainstream schools, particularly secondary schools, face a significant imbalance of more places than pupils over the coming years. This section looks at the data and some of the potential options for meeting the challenges. Some of these options are stark and difficult. Some could involve new and radical approaches to many aspects of Jewish schools.

1.1

Until recently the discussion on places at Jewish schools has focussed almost entirely on the inadequacy of supply, with well publicised and effective campaigns to increase the number of schools. Now however other voices are being heard questioning the need for more places in the future, and indeed asking whether there will be overcapacity. The **estimation of the future demand for places at Jewish schools is not, however, an exact science**. It depends on a number of assumptions, on each of which it is possible to be optimistic or pessimistic, and therefore to come up with very different answers. **The Community Policy Research Group of the Board of Deputies (CPRG)** recently carried out a study of future supply and demand which **provides the basis of the analysis which follows**, and this is shown in Appendix B. This is a comprehensive piece of work, and we welcome informed comment on the methodology followed and the assumptions made.

1.2

Supply and demand need to be **differentiated by location, level of schooling, and religious grouping**. Some of these differences are obvious. A spare school place in Manchester, for example, is of little use to a child living in London. Even in London, and particularly for nursery and primary education, a place in one part of London is unlikely to be taken up by a child in another part of London. Distinguishing between the different religious groups, on the other hand, is not such a simple matter. For statistical purposes, the CPRG report distinguishes between 'strictly orthodox' schools and the rest, which it classifies as 'mainstream'. While this is useful for some purposes, at other points it is important to **distinguish between differing elements of the orthodox community, and between central orthodox, progressive and Masorti communities**. Moreover, in trying to estimate future demand for different types of school from different sections of the community, it is important to remember that some parents belonging to central orthodox synagogues send their children to

strictly orthodox , and also occasionally to progressive / pluralist schools, and some parents belonging to progressive and Masorti synagogues send their children to central orthodox schools. This **transfer effect** could become more complex and marked when the cross community school opens.

SUPPLY AND DEMAND WITHIN THE STRICTLY ORTHODOX COMMUNITY

1.3.

The strictly orthodox community can be defined as one which expects all its children to attend Jewish schools, and in particular schools which reflect its stringent approach to Jewish practice, learning and lifestyle. Given the above average birth rates in this community, it is not surprising that the demand for Jewish schools and the growth in the pupil population has been greatest here. Indeed more than 60 percent of the growth in pupil numbers over the past decade has come from these communities, even though they represented only just over 40 percent of the pupil population 10 years ago. They are now **close to providing half the total of all pupils in Jewish schools.**

1.4

The strictly orthodox community faces a supply rather than a demand problem. The community cannot build or expand its schools fast enough to cope with its needs. A key issue is the funding of schools. Most of its schools are private, receiving no state funding. Often this is by design, because schools do not want to be subject to the requirement to teach the national curriculum. The financial problem facing strictly orthodox schools is exacerbated by the fact that often families have a large number of children and few surplus funds available. As a result, strictly orthodox schools which are privately funded are typically small and operate in poor and adapted accommodation. In recent years a number of strictly orthodox schools have become voluntary aided, thus easing the financial burden, and indeed these schools typically have general educational standards and performance well above average.

SUPPLY AND DEMAND IN 'MAINSTREAM' SCHOOLS AND NURSERIES

1.5

All schools other than the strictly orthodox are described in the Board of Deputies report as 'mainstream', but this generic term disguises a number of important differences and, as indicated above, may need further categorisation in the analysis of future demand. When we refer below to '**central orthodox**' we mean schools which accept the religious authority of either the Chief Rabbi of the United Hebrew Congregations, or his counterpart in the Sephardi Community. There are then 'mainstream' schools that are progressive / pluralist, and there are

others that accept the authority of other orthodox religious authorities. The new proposed cross community school has the formal support of the Progressive and Masorti communities. A detailed list of existing schools and their religious authorities can be found within Appendix B.

NURSERY PLACES

1.6

In assessing the likely demand for schooling, location is a key factor to consider. However, this becomes relatively less important with older children who are able (if not always willing) to travel further to school. The most locally based provision is that for nursery education, where local pressure points are the most obvious. For this reason, and also because there are other forms of pre school provision, it is **very difficult to obtain a clear picture of the overall supply and demand situation for nurseries**, even with the some good available data on Jewish nursery places. There are, for example, many anecdotal reports of parents finding it difficult to find places for their children, and a nursery place being seen as very important for securing a specific primary school place. There is therefore a question as to whether it makes any sense to consider this provision in the aggregate, rather than in local clusters. We intend to investigate this matter further, and welcome the submission of any evidence and views on these issues.

PRIMARY SCHOOLS

1.7

The 'real' demand for mainstream primary education seems at first glance to be complex to analyse and difficult to discern. The CPRG analysis in Appendix B shows that there are currently close to 5000 primary places in mainstream schools in London and that known expansion plans will raise this capacity to almost 5300 by 2012. Enrolment in 2005/06 was 4429 implying **an over capacity in the system** as a whole of some 10 percent. Yet reports persistently indicate that **some parents are not able to find places for their children** and this situation applies across all the religious denominations. Efforts to establish new primary schools are reported regularly in the Jewish press. This **seemingly contradictory picture** may reflect a number of different factors including the relative popularity of different schools, with some schools finding it difficult to recruit, and popular schools being over-subscribed , or specific pressure points in some parts of London with spare capacity elsewhere. We intend to study this issue in more detail. In particular **we wish to obtain the co-operation of schools to share their applications and waiting list data** with us in confidence, to try and enable 'double counting' to be identified, and to trace the eventual destination of pupils not accepted at a particular school. Meanwhile we encourage and welcome the submission of evidence and views on these issues.

1.8

An understanding of the current supply and demand situation is necessary to enable intelligent judgements to be made about the future. The 2005/06 enrolment figure of 4429 is estimated to represent around 45 percent of the Jewish school age population in the mainstream community. Some have challenged this figure, arguing that the data in the CPRG report underestimate the Jewish school age population, particularly by not fully identifying foreign Jewish residents living in London, whose numbers are growing. These include Israelis, and French and South African Jews, all of whom, it is argued, have a greater proportionate demand for Jewish schools than their Anglo Jewish counterparts. We welcome comment on this argument but the fact remains that well **over half the Jewish children in the mainstream London community of primary school age go to non Jewish schools.**

1.9

The CPRG report estimates that because of demographic trends there could be a fall of up to 20 percent in the number of mainstream Jewish primary school age pupils in London over the next decade. The actual Jewish birth rate has been rising in recent years but this has been primarily due to the strictly orthodox section of the community. There is a possibility that the birth rate in the mainstream Jewish community will also start to increase in future years, or that new immigration could bolster the school population. If the Community Policy Research Group's demographic projections do prove to be accurate, and the percentages take up rate remains at around current levels, the effect will be **an increase in spare capacity in London mainstream primary schools over the years ahead to around 30 percent by 2016.**

1.10

To eliminate spare capacity in London, the take up rate will need to increase to well over 60 percent during this period, even assuming no increase in capacity beyond that already planned. In terms of actual numbers, enrolments would need to rise from around 4500 at present to over 5000 in 2016. At the same time, the pool of primary school children is projected to fall by nearly 2000 over this period. This is a serious challenge but there are those who believe it can be met and that numbers will increase to the levels indicated. Indeed campaigns continue for more new schools to be established in particular pressure points in London. We welcome all responses that enable us to understand better the capacity issues facing mainstream primary schools across the different communities in London in the years ahead.

1.11

This is of course the picture for London as a whole. The CPRG data show that primary schools in **North East London** (essentially Redbridge) currently have around **20 percent spare capacity**. No increase in places is expected in North East London, but spare capacity will obviously increase as the number of children fall. To maintain the same numbers as at present as population declines would require these schools to attract over 60 percent of Jewish children in the area by 2016, compared to around 50 percent at the moment. We welcome responses on whether this is feasible and indeed on the accuracy or otherwise of our analysis.

1.12

Outside London the challenge of a declining Jewish pupil population for mainstream Jewish education is already being faced. In Manchester the line between strictly orthodox and mainstream schools is more blurred, and the pool of mainstream children is more difficult to estimate. The data indicate however that there is currently insufficient demand from *mainstream* pupils to fill all the available places. In Leeds the take up is estimated at around two thirds and enrolment is around 10 percent below capacity. In Liverpool and Birmingham the number of places exceeded the number of Jewish primary age children some time ago and in both cities the majority of children at the Jewish school are non Jewish. In Glasgow the majority of Jewish children attend the Jewish primary school as do some non Jewish children, but there is still significant spare capacity. We welcome views and information from regional communities on the longer term demand issues they are facing, and the strategies they are adopting for meeting the challenges they face.

SECONDARY SCHOOLS

1.13

The evidence in Appendix B is that **mainstream Jewish secondary schools in London, and particularly in North West London, were operating close to capacity in 2005/06** with some 4438 enrolments representing 42 percent of the estimated Jewish pupil population. Planned increases in capacity in both existing schools and through the opening of new schools will, it is estimated, increase capacity to around 6000 in 2012 and to close to 7000 by 2016, or by over 50 percent. With the fall in the number of Jewish secondary age pupils in the mainstream community matching those in the primary sector, simple arithmetic dictates that **if there is no increase in take up over the next decade there will be close to 50 percent over capacity by 2016**. To maintain the existing close parity between supply and demand would require numbers to increase from around 4500 to around 6800 in the next 10 years with close to 80 percent of Jewish children of secondary age attending Jewish schools.

1.14

Within London as a whole, the situation in North East London is a little clearer than in North West London because no expansion of secondary places is planned. However it is easier for secondary pupils to travel between geographical areas and so **demand for schools in North East London may be affected by the increase in capacity in North West and North London**. In 2005/06 enrolment in North East London was reasonably close to capacity, and the take up was an impressive 65 percent. However, this high take up may make it more difficult to increase the figure in the future. If the take up remains the same (i.e. no effect is felt of the increased capacity in North West London) the demographic decline will result in spare capacity of more than 20 percent by 2016. To limit the spare capacity to 10 percent would require take up to rise to 75 percent.

1.15

The higher than average take up in North East London, albeit providing only just over a fifth of the total London places, means that the take up in North West London is slightly lower than the London average, at 41 percent. No doubt this evidence of low take up of Jewish secondary education was one factor influencing recent decisions to expand places and open new schools. However the projections show **population and supply moving in opposite directions** from now on, so that by 2016 over 50 percent of the places might be empty if the take up rate does not increase. North West London schools are already increasing their enrolments at the expense of North East London, but not only does this simply transfer the problem from school to school, it also does not change the overall London position.

1.16

The overall scenario for mainstream secondary Jewish schools in London poses a serious and major challenge to all involved. This is unlikely to be affected by any recent upturn in birth rates. As indicated earlier, any current increase is concentrated largely in the strictly orthodox section of the community. Even were an increase in the mainstream sector to be identified, it could only affect demand for secondary education in ten or more years' time. Alternative scenarios have been offered that paint a brighter demand picture. For example, any increase in primary provision may feed through into the secondary sector. The CPRG data however show that on current plans there will be around 5400 primary school places and nearly 7000 secondary school places in London by 2016/17. So **demand from pupils who attend non Jewish primary schools will need to increase substantially**. The new secondary schools, it has been argued, will stimulate new areas of demand, and the growing non British community may also be a source of increased demand. The **central challenge of**

increasing take up remains however. We welcome responses on the analysis of supply and likely demand for mainstream Jewish secondary education in London over the next decade, the challenges we have identified, and how these challenges can best be met.

1.17

Outside London there are mainstream Jewish secondary schools in Manchester and Liverpool. In Manchester the high general educational standards of the schools has increased demand but enrolment is currently around 5 percent below capacity. In Liverpool, despite a more than 70 percent take up, the vast majority of pupils are non Jewish and this percentage will increase as the school population falls. We welcome responses from these communities on the challenges they face and the strategies they are adopting for addressing them.

POSSIBLE RESPONSES TO THE DEMOGRAPHIC CHALLENGES

1.18

The analysis in the previous section on likely future demand and supply, based on the results of the methodology used in Appendix B, shows very different scenarios for schools in the strictly orthodox communities, and for those in the mainstream communities. For the strictly orthodox community the challenge is on the supply side, to find the funding, either from private or public sources, to provide the school places that its growing pupil population demands. Funding issues for all schools will be considered later. For the mainstream community the analysis indicates that its schools could face increasing spare capacity over the next decade, particularly in secondary education. This challenge requires **a response which might take a number of forms.**

CHALLENGING THE DATA?

1.19

A first response might be to **question the methodology or data** set out in Appendix B. The estimate of the likely future Jewish pupil population involves certain assumptions being made about, for example, future birth rates, the reliability of the census data, the accuracy of the circumcision data, the percentage of growth taken up by the strictly orthodox community, and similarities between the Jewish and general population. On all these variables it is possible to make assumptions which will result in projections of increased numbers of children in the future. However **the key question is whether any reasonable changes in the assumptions will result in significant differences to the figures.** We welcome soundly based critiques of the methodology, particularly if they result in significant changes to the data.

1.20

An area of uncertainty is the current state of demand, particularly for primary education. The data show that some spare capacity currently exists in primary schools, yet parents frequently report being unable to find a place. Many schools have long waiting lists during the applications cycle, implying high demand, but there is no central clearing house and anecdotal evidence suggests that there is significant duplication of names on each school's list. Some parents may apply for more than one school, but may take a place in a non Jewish school, if their child is not accepted at their first choice Jewish school. As already indicated **we intend to seek the co-operation of schools in investigating the true nature of demand**, and we welcome any evidence on these issues that is available.

PERSUADING MORE FAMILIES TO CHOOSE JEWISH SCHOOLS?

1.21

The **key response** must be to seek to **increase the take up rate**. Clearly the higher the percentage of the Jewish pupil population in Jewish schools, the lower will be any spare capacity. Exactly how to increase the take up rate, and by how much, is open to debate. Some have argued that a substantial increase can only be brought about by a cultural shift within the community in its commitment to Jewish schools, accompanied by a fundamental and serious re-thinking of the nature and purpose of Jewish education. Is it feasible, for example to have a vision where **Jewish schooling becomes regarded as the norm for all Jewish children?** We welcome views both on the need for such a re-think and the direction it might take.

1.22

At the more detailed level some have argued for a **professional marketing campaign**, highlighting academic and Jewish identity benefits, and conducted both on behalf of Jewish schools collectively, and on behalf of individual schools. An exercise such as this, it is argued, could have a dramatic, long term impact on demand. This will be considered in more detail below. Furthermore, advocates for the cross community school argue that it will tap new demand from parents not served by the existing schools. Others argue that whatever changes are made, it will be extremely difficult to raise the take up figures to the 65 percent needed in London Jewish primary Schools and the 80 percent needed in London Jewish secondary schools by the middle of the next decade , to prevent over capacity

1.23

The secondary school figure presents a particularly serious challenge. One key statistic here, which we aim to obtain, is the number of **Jewish pupils at non Jewish fee paying schools**. We assume that parents who opt for these schools would be the most difficult to persuade to switch to Jewish schools. A survey of London Jewish parents published by JPR in 2003 showed that 27 percent at that time sent all their children their non Jewish independent secondary schools. A further 48 percent sent their children to a combination of Jewish and non Jewish schools, implying that they are not averse to Jewish schools and therefore might be persuaded to send more of their children there. On the other hand it may also indicate that they think very carefully about the suitability of different schools for each of their children. We welcome views on the extent to which the take up of places in Jewish secondary schools can be increased and by what means.

SCHOOLS REDUCING THEIR CAPACITY?

1.24

One way of matching supply and demand is by schools reducing capacity, either by reducing their size or by choosing to close or to amalgamate with another school. None of these are easy options. Reducing the size of a school reduces the funding available and can create diseconomies of scale. In secondary education particularly, it may reduce the range and flexibility of the curriculum available to pupils. Closing a school can be a traumatic experience for pupils, parents and the wider community and can lead to disruption of pupils' education. On the other hand, while the conventional educational wisdom is that larger schools are educationally beneficial, OFSTED reports indicate that size is not itself a determining factor in quality. In primary education, where local access is important and where the capacity issue, while serious, is less so than in secondary, reductions in school size rather than closure look more feasible, if take up rates cannot be increased to the necessary level.

1.25

In Jewish secondary education in London the starkest projections indicate that **without any increase in take up, mainstream London secondary schools could be only half full with Jewish pupils in ten years time**. It is sobering to realise that even if the take up rate increased by over 40 percent, so that three fifths of the Jewish pupil population was in Jewish secondary schools, there could still be a shortfall in London of some 1600 pupils and some 25 percent spare capacity by 2016. This raises some difficult but unavoidable questions in the light of the data, e.g. whether this should be left to each school's individual decision making in a competitive market, or whether schools should be encouraged to

collaborate as part of a **communal strategy that plans for reduced capacity** before it happens. Responses to how this complex situation might best be addressed would be welcome.

BROADENING JEWISH SCHOOLS' INTAKE?

1.26

Another difficult option for many is to **accept pupils who are not Jewish**. This is in effect the default position for Jewish schools as a result of current government admissions policy and it has been the practice for a number of years in some regional communities. There is little doubt that, generally, mainstream Jewish schools would be attractive to those from other faiths or from none, and that places could be filled in this way. However, while this might answer the numbers question, it would raise many others. While some Jewish parents may not be concerned about this situation, others might not wish to send their children to such a school and so Jewish demand could fall further, creating a downward spiral of places chasing fewer children, with an inevitable resulting reduction in the percentage of Jewish children. The attitude of the Jewish Studies staff to the changes would also need to be considered. The steady increase in strictly orthodox school pupil numbers is creating more employment opportunities for orthodox Jewish studies teachers, and some in mainstream Jewish schools may be tempted to move to what they perceive to be a more congenial religious environment. There are already **significant numbers of non Jewish pupils in some Jewish schools** and we intend to see **what might be learnt from the experience** there. We would welcome respondents' views on the extent to which these experiences can guide us in our work, and more generally on the issues that arise in accepting pupils who are not Jewish.

COLLABORATIVE AND ALTERNATIVE MODELS AND STRUCTURES

1.27

The Department for Children Schools and Families (DCSF) actively encourages greater collaboration between schools, including differing degrees of 'federation' and new arrangements such as schools joined under a trust. Jewish secondary schools might, for example, collaborate to offer different campuses for different ages, or different specialisms, or vocational options. This may entail some loss of autonomy for each school, but might provide a more cost-effective model of operation. **Collaborative relationships could allow schools to plan reductions in capacity and share resources more effectively**. Creating trust status for Jewish schools would not affect schools' autonomy, but could help joint planning, and also provide greater economies of scale for purchasing and offer shared expertise in legal, HR,

financial or curriculum matters. Other new models include the 'human scale schools' movement which argues for the educational benefits of smaller schools and more specialised schools such as studio schools, with a particular emphasis on more vocational or business related learning. There is also an emerging model of 'joint faith schools' administered jointly by providers from different religious communities. We welcome comments on the range of possible available options, and particularly suggestions for greater co-operation between Jewish schools.

MARKETING AND PROMOTION

1.28

For much of the past 30 years the supply of Jewish school places has been trying to catch up with demand. As a result **schools generally have not felt the need to market themselves actively**. On the contrary, perceived competition for places has often meant parents feeling the need to promote themselves to the school rather than vice versa. This is particularly the case in the strictly orthodox sector where schools usually expect high standards of religious commitment and lifestyle behaviour. Even in mainstream schools however the admissions criteria and process is driven by the need to reject a number of applicants. It is understandable therefore if schools have not spent much of their scarce funds on marketing and promotion, either individually or collectively.

1.29

This attitude will need to change if demand, particularly for secondary Jewish education, is to be stimulated to enable the expanded number of places to be filled. We would be interested to hear from schools on whether they have considered this issue and how they are tackling it. We expect to give significant attention to this subject in our report. While marketing and promotion of individual schools might be left to their own survival instincts, there may be **a case for the collective marketing of all Jewish schools, to raise awareness of their strengths and advantages and to stimulate demand**. This has not happened to date, partly because no need was perceived, but also because the competitive framework within which schools operate militates against such an approach. We welcome views on whether a collective approach to marketing might be needed in the future, and if so, how it might best be brought about.

ISSUE 2: JEWISH ETHOS

Each Jewish school's ethos is reflected in the specific curriculum and experiences on offer. In theory this provides parents with some choice, but we do not actually know how strong a factor the particular Jewish ethos is when it comes to choosing a school. Nor is it always clear to parents exactly what is taught, and why, or indeed what standards pupils should be achieving. This section looks at curriculum, standards and inspections, and teacher training and supply.

CURRICULUM

2.1

Curriculum and ethos are at the heart of the reasons for Jewish schools, yet they have generally been the 'secret garden' of Jewish education, generating little public discussion. Occasionally the issue emerges in public, but not as part of any organised or systematic process. Instead the focus is usually on some short-term controversy about a school being 'too religious' or 'insufficiently Zionist' with the discussion creating more heat than light. There is currently no national Jewish studies curriculum. Expectations of what pupils will know at what age, and their skills and standards of Jewish observance, vary not only between strictly orthodox and mainstream schools, but also between different mainstream schools. The **progressive / pluralist schools have developed a common curriculum core**, adapted to meet the needs of each school. In many other schools, however, it is the Jewish studies department that determines the curriculum, and parents and pupils either accept it or seek to move elsewhere. In **central orthodox schools**, the UJIA is currently developing a major exercise together with the United Synagogue Agency for Jewish Education in creating **a new Jewish curriculum**. This should create a unified and qualitatively deeper form of Jewish education in these schools and may even help formulate some fundamental questions on the nature and purposes of Jewish schooling.

2.2

There are those who argue that an improved curriculum could become a crucial factor in increasing numbers and take up rates, particularly as the current changes are being closely linked to the continuing development of Jewish Studies staff. Moreover, **one consequence of the possibility of surplus places might be to change the relative influence of schools and parents in this area**. Schools may need to engage in more of a dialogue and even negotiation with parents. Schools finding themselves in a weaker market position, and needing to attract and retain pupils, may well have to think more carefully of their educational positioning and unique selling points, and become more responsive to parental wishes. We

intend to try to ascertain parental attitudes to the Jewish curriculum and ethos of their children's schools, and welcome responses to the issues raised here.

2.3

In **strictly orthodox schools** too, each school decides on its own Jewish studies curriculum, but there is a greater degree of common understanding of what their communities require pupils to know at different ages. This is based on the historical norms of intensive cheder and pre yeshiva education, and the expectation that in due course pupils should be able to graduate to full time yeshiva or seminary studies. The curriculum is, as a result, much more textually intense, yet the exact content may vary from school to school. There are also, of course, clear differences between the content offered to boys and to girls.

STANDARDS AND INSPECTIONS

2.4

Ofsted reports and examination league tables attest to the high standards of secular education achieved by Jewish schools. Indeed this is a major factor in their popularity with parents. The quality of the Jewish studies work is more difficult to assess, not least because it is not subject to Ofsted inspection (except where Hebrew is studied as a language). In order to inspect religious elements of school, **a community led inspection service named Pikuach** was established in 1996 under the auspices of the Board of Deputies and with the support of the UJIA. This has attempted to follow Ofsted processes and criteria to provide a systematic approach to the assessment of quality and standards. Its reports are published on the Board of Deputies web site.

2.5

The work which Pikuach undertakes is essential to raising standards of Jewish education in our schools. However we are aware that **some educational professionals argue that the Pikuach operation needs to be reviewed**, particularly in the light of the very significant changes to OFSTED'S approach to school inspection in recent years. OFSTED now places much greater emphasis on school self evaluation, with schools often receiving help through the involvement of a new type of educational professional, the 'school improvement partner' (SIP). From 2008 OFSTED inspections will also report on aspects of community cohesion within each school. In addition, there is now greater emphasis on incorporating students' views into inspections, and on assessing how schools are responding to the broader agenda of educating children and families.

2.6

If Pikuach is to continue to reflect the OFSTED model, it will need to continue to focus on these new approaches. It has already started to do this by, for example, developing a version of the SIP model. One issue which this raises, however, is that SIPs and OFSTED tend to focus primarily on data that may not be readily available, or indeed applicable, for Jewish studies. Moreover, **concentrating entirely on classroom based attainment would miss the educational impact of all the other aspects of Jewish schooling**. Some have argued therefore that the focus for inspecting Jewish schools should be a much broader look at Jewish ethos and attainment. Others argue that Pikuach might become more of a development agency that emphasises curriculum and pedagogic change together with staff development. We welcome views on how the quality and standards of Jewish studies work in schools can be assured and what changes to the current arrangements might best bring these about.

TEACHER TRAINING AND SUPPLY

2.7

The adequate supply of well-qualified Jewish studies teachers has long been an issue and questions about recruitment, retention and quality regularly come to the surface in discussions on Jewish education. A previous report in 1992 (*Securing Our Future: Jewish Educational Development Trust*) devoted a great deal of attention to the issue of recruitment and retention of teaching staff and made a number of proposals to improve the situation. These included enhanced and more flexible training routes, more systematic staff development, improved pay and conditions of service, and better career development.

2.8

The report had an impact, although a number of issues raised by the JEDT surfaced again in '*Professional Development and Conditions of Service in Jewish Schools*' a report commissioned from the National Foundation for Educational Research in January 2000. The greatest impact in training new teachers has probably come via the United Synagogue's Agency for Jewish Education (AJE). The Jewish Teacher Training Partnership developed by the AJE with the support of the UJIA has made an important contribution to the supply of suitably qualified Jewish studies teachers in central orthodox schools, especially in London. One of the best programmes for continuing professional development to emerge in recent years is the Masters Programme in Jewish Education devised by Leo Baeck College's Department of Education and Professional Development. The issues raised in the JEDT 1992 report also apply to some extent in strictly orthodox schools. These have traditionally recruited from the Yeshiva world, which produced teachers with substantial learning, but usually, without any recognised training or qualifications. However some very successful and innovative

schemes have been introduced, which prepare yeshiva and kollel graduates for working as qualified teachers.

2.9

As more Jewish schools have opened however, **teacher supply has not kept up with demand, particularly at secondary level**. The continuing shortage of experienced Jewish studies teachers has created a competitive market between schools, as evidenced by differentials in the pay and conditions of service between Jewish schools. There are also not as many **Jewish teachers of general subjects** as some schools would like, although this may be more prevalent at secondary level. Many schools believe that having a reasonable number of Jewish teachers of other subjects provides good role models for pupils, and influences the ethos of the school positively. This situation may improve. The general picture for teacher recruitment is reported currently to be buoyant. Improved salaries, innovative schemes, and more sophisticated recruitment campaigns have brought more young graduates into teaching, and there is anecdotal evidence of this trend impacting also on young Jews. Changing employment patterns have also led to a growing phenomenon of 'late entrants' to teaching, typically those seeking a career change in their late 40s to early 50s. We would be interested to hear whether respondents believe that there continue to be issues about the supply, training and continuing development of Jewish studies teachers, and if so how these might be addressed. We also welcome views on the benefits or otherwise of schools employing Jewish teachers of general subjects, and whether recruitment of such teachers is proving difficult.

ISSUE 3: SCHOOL LEADERSHIP AND GOVERNANCE

School leaders, professional and lay, are the key people facing all the challenges we outline in this document. This section raises some questions about how to provide the right support, and how to predict future recruitment trends.

SCHOOL LEADERSHIP

3.1

There is a great deal of evidence to show that leadership matters in education as in other activities. The General Teaching Council in England recently stressed the need for an intensified effort to develop leadership skills and talents 'from early on in teachers' careers' to avert a growing crisis in head teacher recruitment. The Jewish community recognised this some years ago and the UJIA UK Programme (formerly Renewal) has developed and supported a wide range of programmes for enhancing leadership potential in our schools. The UJIA has been particularly successful in creating programmes that involve educational leadership from across the community spectrum. In addition, recent head teacher vacancies in a number of Jewish schools have been filled by high quality appointments from within the community. Moreover, at least two of these were internal, suggesting that succession planning, another key problem nationally, is being taken seriously by Jewish schools. Some Jewish schools however have needed to turn to leadership from outside the Jewish community due a lack of suitable Jewish candidates.

3.2

We do not currently know the number of applicants for leadership positions in Jewish schools, nor do we know how many Jewish teachers move out of Jewish schools to gain greater experience, and whether and when they return. There remains a suggestion that the number of Jewish applicants for senior positions is particularly low. One possible reason is the relatively low numbers of Jews in teaching generally, meaning that in many schools, secondary in particular, there are very few Jewish senior team members. This is not just a future leadership issue. It can also impact on Jewish ethos across a school.

3.3

School leaders face a rapidly changing educational environment. The 2004 Children's Act puts schools at the heart of their local communities, and the National College for School Leadership has recently started to look at how head teachers might become broader '**community leaders**'. Jewish schools have long been conscious of their community roles, and there are some excellent examples of practice in this area. There may therefore be both questions and

exemplars of good practice when looking at how Jewish schools respond to the broader demands of leadership, within the context of Every Child Matters, and with the new emphasis on children, schools and families. However, there is currently no specific programme within the Jewish community that we are aware of to help educational leaders to develop this broader community role, although the UJIA, in addition to its educational leadership programmes, also supports key programmes for developing lay, Rabbinic and youth leadership. We welcome views on the leadership development programmes currently in place, and whether, and in what ways they might be improved.

GOVERNANCE

3.4

School governors, and particularly their Chairs, are the unsung heroes of the education service. They are all volunteers, taking on increasing responsibilities, including legal duties, which can be very time consuming, and their work is vital to the good running of their school. Remarkably, the anecdotal evidence is that despite these onerous tasks, and despite a national governor shortage, there is no shortage of people willing to become governors of Jewish schools. This is yet another example of the community's commitment to education. There is, however, some **suggestion that the key role of Chair of Governors is increasingly difficult to fill** in many schools, because of the time commitment this requires.

3.5

There has been a great deal of work in recent years on **governor training** in Jewish schools, run by the central agencies. We are aware, however, that the increasing complexity of relevant legislation for schools means that many governing bodies, in addition to their clerk and any local authority support, retain the services of specialist education lawyers. We would be interested in any information on how much governing bodies spend on legal and other support services.

3.6

The challenges we pose in this document on supply and demand and other issues, are essentially challenges which the governors of each school will face, and they will be more intense than in the past. We would welcome hearing from governors not only on their perspectives on the issues we raise in this document, but their reflections on their ability to respond to the challenges ahead, and any help they feel they need.

ISSUE 4: FUNDING AND FINANCE

Jewish schools in England form a mixed economy. Many are state aided, making the state possibly the largest contributor to Jewish schooling in this country. The next most important financial group is the school's parent body, whose voluntary support funds Jewish Studies, and important areas such as security, and who fund most of the running costs of the private Jewish schools. Capital projects have benefited from the generosity of a number of individual and communal sponsors, and a number of individual donors and foundations contribute to the ongoing cost of running private schools, particularly in the strictly orthodox sector. This section looks at likely future funding trends and issues, and the possible impact of Government policy on private faith schools.

4.1

Voluntary Aided (VA) schools are financially supported from Government funds. They receive a grant from the Department for Children, Schools and Families (DCSF) to cover up to 90 percent of their capital costs, the remaining minimum 10 percent being the governing body's responsibility. Political campaigning for government approval, together with the fund raising efforts of governors, parents and supporters of schools, and the generous support of charitable foundations, have enabled increasing numbers of Jewish schools to open since 1990. VA schools also receive recurrent funding from the government each year for their general education provision on the same basis as other state schools. They have to raise their own funds however for most of their Jewish studies, and for security, and they do this largely through voluntary parental contributions. It is here that difficulties can arise with many schools indicating that **a significant proportion of parents are either unable or unwilling to offer the level of voluntary contributions the school suggests.**

4.2

Other recent Government developments may impact on funding strategies. A recent development has been the policies the Government is developing as part of its 'Every Child Matters' agenda. These include an Extended Schools Programme to support children, parents and communities. This will provide funds to support the use of schools and the development of the curriculum beyond the school day, and may provide an opportunity for some elements of a school's Jewish activities to be incorporated as an element of the programme. We would welcome evidence on the funding of Jewish studies in voluntary aided schools, and any more general issues surrounding funding.

4.3

Private schools receive no general capital or recurrent funding from the government. This leaves them free to ignore, in some cases, government policies on selection, or in other cases elements of the national curriculum. However the corollary is that they must raise almost all of the funds themselves. Thus private schools are partly funded by parental contributions and partly by charitable donations. In many cases the capital funding challenge is avoided by renting premises and/or using existing communal buildings for which a lower than market rent is charged. We are interested in hearing from mainstream private schools about their funding strategies, and in particular the extent to which they view the forthcoming demographic challenge as a threat or an opportunity.

4.4

Most of the private Jewish schools are in the strictly orthodox sector, where they account for over 80 percent of the schools and over 75 percent of the pupils in that sector. The high priority given to Jewish education in the strictly orthodox community means that schools continue to be opened and expanded as the community's needs grow. Nevertheless, parents with large families and limited funds, and charity givers, however generous, are finding it increasingly difficult to meet much more than the minimum needs. Recently, some previously independent strictly orthodox schools have attained voluntary-aided status and transformed their financial position. We are interested in discussing with these communities' educational leaders whether they see this as a developing trend, particularly in the light of the recent Government document 'Faith in the System'. This strongly suggests the Government will actively encourage private faith schools to join the state system, particularly where this benefits low income families. We are also interested in what other ways private schools see the increasing burden of a growing educational provision might be eased.

ISSUE 5: WIDER EDUCATIONAL AND POLITICAL ISSUES

Jewish schools do not exist in a vacuum. They are part of the broader educational and political picture. This has been even more apparent in recent years with a growing debate over social cohesion, citizenship and the role and contribution of faith schools. This section tries to put the current debates within the Jewish community in wider context of challenges and opportunities facing Jewish schools.

5.1

Jewish schools have traditionally had a warm and positive relationship with government. They have appreciated and benefited from the unique support the state gives to Voluntary Aided schools. Private Jewish schools have also always enjoyed local and national political support, not least because of the Jewish community's political and social engagement and contribution to wider society. Recently, the political climate on faith schools seemed to be shifting, with a number of statements indicating concern about selection and social cohesion, and an increasingly vocal growing opposition growing to the very concept of state funding for religious schools. Faith schools however seem to have received an important political boost with the launch in October 2007 of a document called 'Faith in the System', highlighting 'the very positive contribution which schools with a religious character (sic) make as valuable, engaged partners in the school system and in their local communities and beyond.'

5.2

Concerns over the state's lack of curriculum control in some religious groupings' private schools, is leading to **moves to increase the number of these schools becoming voluntary-aided**. 'Faith in the System' specifically refers to 'around 11,000 Jewish children, including those from low-income families' where becoming state aided might 'provide an important contribution to integration and empowerment of these communities.' This inevitably raises the issue of **what obligations state support should place on religious schools**. This is a national debate that raises strong opinions. One of the largest teaching unions has recently argued that '*criteria related to the promotion of community cohesion should be linked to the level of autonomy granted to schools, including faith schools, such as freedoms over the setting of admissions procedures and the curriculum taught within the school.*' Admissions policies in many Jewish schools have in fact already been affected by recent legislation against selection on religious grounds. If a school is undersubscribed, for example, halachic status cannot be used as a barrier to admission, and 'unfair criteria' such as parental interviews are no longer legal. In 2006 the Board of Deputies successfully led a community campaign, with other denominations, against a proposal by the then Education Secretary that faith schools must enrol 25 percent of their pupils from other faiths. Nevertheless, some argue

that admission continues to be an issue. The Church of England, for example, is happy with a '25%' arrangement for its new schools. We would welcome views on whether admissions policies and Government support may still be seen as issues of concern.

5.3

An additional recent challenge is the introduction of new criteria which private schools need to meet in order to retain their charitable status. The Charity Commission plans to publish general guidance in October on how charities will be expected to meet the '**public benefit**' clauses of the new Charities Act which is due to become law next year. For the first time, charitable organisations which charge fees, including schools, will have to prove that they still bring a 'public benefit' if the cost of their fees are beyond the means of people on low incomes. While most Jewish schools should be able to pass this test, it adds another issue for them to consider.

5.4

All these issues raise both possibilities and challenges for Jewish schools. OFSTED now has a duty to look at how all schools encourage **community cohesion**, and schools might use **the Jewish experience and contribution in this country as an example of good practice to share with others**. Certainly Jewish schools now need to engage with learning about other faiths and cultures, as part of the broader social cohesion agenda. We are aware that a number of Jewish primary schools have recently devised some excellent work on multi faith and multi cultural issues, and this may serve as a very useful basis for work in secondary schools. **Changes in curriculum** also offer both possibilities and challenges. The lessening of content at Key Stage 3 (age 11-14) will, in theory, free up some 25 percent of curriculum time for schools. This clearly offers both timetabling and curriculum potential for Jewish secondary schools.

5.5

At the **post 14** level, the Government's new vocational qualifications (the 14-19 Diplomas) are based on a collaborative model, where pupils will travel to different schools according to the course they wish to pursue. This would mean that in order to access new courses, pupils may be spending part of their week at other school sites. Jewish secondary schools, if they offer these courses, would likewise need to open up their sites to pupils from other schools. This may raise **logistic and security issues** for Jewish schools, but it also touches on a deeper issue about the curriculum offer in Jewish schools.

5.6

Currently, Jewish secondary schools do not offer very **different general curriculum models**. It is assumed that parents decide on schools according to the different ideologies they may offer, rather than on any difference in curriculum. This issue is perhaps most stark for **pupils with special educational needs**, where provision has long been an issue in Jewish schools. Inclusion and multi agency working are well developed in many Jewish primary schools, but the picture is less clear at secondary level. In an increasingly competitive environment, there is a temptation to concentrate on high academic attainment as the key market strategy. If however parents are looking for a broader vocational emphasis, the Jewish school scene offers little choice. Often it is argued that this is due to the resource implications, and we would welcome responses on whether this is indeed the case.

5.7

One of the suggestions which links a number of the issues raised is the idea of **schools as communities**. The starting point is the observation that while the number of pupils attending Jewish schools has increased significantly, the numbers belonging to mainstream synagogues has declined. This leads to the view that the school should become the focus for community development. This is reinforced by the Government's declared intention that by **2010 all schools will become 'extended schools.'** The chief executive of the Training and Development Agency for Schools said recently that *'By 2010 we will see schools being the hub of the local community in ways we have not done before, reflecting and serving the needs of children and the community in a multi-professional and holistic way.'* The transformation of some schools, or groups of schools, into dynamic community resources and centres could address a number of issues raised here. It may be a way of using spare capacity if pupil numbers decline. It may also provide an additional source of finance both from government in support of its extended school programme, and from the community for the services it offers. We intend to study these issues further and welcome responses which can help our investigation.

5.8

The issues raised in this section raise questions about the **'collective voice'** of Jewish schools. The possibility of increased co-operation between Jewish schools has already been identified as one response to the challenge of a demographic downturn, but the question needs to be asked whether schools across the spectrum are able and willing to act collectively in defence of their interests. The experience of the Board of Deputies in co-ordinating the campaign against the '25% quota' proposal seems to argue that it is possible to work together for a common purpose. Currently a number of organisations, led by the Board of Deputies, act

on behalf of Jewish schools politically, and particularly where co-operation with other faiths is appropriate. The Board's officers, as well as those from the different denominational agencies within the community, maintain an ongoing relationship with the Department for Children, Schools and Families. We invite responses on the effectiveness of current arrangements, and suggestions on how the collective voice of Jewish schools might be better resourced.

5.9

A related question is whether there is the need for a **community wide strategic agency** or organisation for Jewish full time education to be established, and if so, what it would do, and how it could best be brought into existence. We are aware that there is an inevitable tendency for an exercise such as ours to conclude that some more permanent body is required to continue its work, but at this stage there is no presumption on our part that this is necessarily the case. Nevertheless, the question must be asked and we welcome responses to this important long term strategic question.

CONCLUSION

At this early stage in our deliberations **the essential purpose of this document is to raise questions.** We have no collective view on any of the issues identified, except that they are serious and important, and merit careful consideration. The progress made over the past 30 years has been remarkable, and Jewish schools now sit at the centre of our community's commitment to its future. Each day some 26,500 children are educated in our schools, and it is to their future and that of the generations to come that our work is dedicated. We invite all who read this document to join us in this endeavour by responding to the issues we have raised.

HOW TO RESPOND TO THE CONSULTATION DOCUMENT

Responses to the issues set out in this document are encouraged and warmly welcomed.

We have set up a number of advisory groups to gather responses but we welcome responses from anyone interested in the issues we address in this document, whether in an individual or an organisational capacity.

To facilitate your response we have produced a main theme question and a series of more detailed questions for each issue. We have also asked an open question about any other issues that we may have missed. Please feel free to respond to as many or as few questions as you wish.

You may submit your responses

by email to consultation@jlc.gb.com

by post to **Commission on Jewish Schools Consultation**
Jewish Leadership Council
6 Bloomsbury Square
London
WC1A 2LP

All submissions to the consultation will be treated as confidential. If you are happy for us to publish your response, please make this clear in your submission.

To find out more information on the Commission on Jewish Schools and to access updates on this consultation process please visit www.jlc.gb.com

Please submit your response by January 14 2008 at the latest. Responses after this date may not be considered.

CONSULTATION QUESTIONS

To facilitate your response we have produced a main theme question and a series of more detailed questions for each issue. We have also asked an open question about any other issues that we may have missed. Please feel free to respond to as many or as few questions as you wish.

ISSUE 1: FUTURE SUPPLY AND DEMAND

Main Theme Question

HOW CAN SUPPLY AND DEMAND FOR PLACES IN MAINSTREAM JEWISH SCHOOLS BEST BE KEPT IN BALANCE OVER THE NEXT DECADE?

Q1.1 What are your views on the data and methodology contained in the report on future supply and demand for Jewish Schools by the Board of Deputies Community Policy Research Group?

Q1.2 What are your views on the analysis of the supply and demand issues facing strictly orthodox schools?

Q1.3 How might the supply and demand situation on the provision of Jewish nursery education be better identified?

Q1.4 What are the other key issues facing the provision of Jewish nursery education?

Q1.5 To what extent can demographic change be expected in the London Jewish pupil population over the next decade?

Q1.6 What are your views on the current state of supply and demand for Jewish primary schools in London? How might our understanding of the current capacity position be improved?

Q1.7 What are your views on the analysis of the future capacity issues facing Jewish primary schools in London?

Q1.8 What are the long term issues facing Jewish primary schools in the regions and what strategies are they adopting to address them?

Q1.9 What are your views on the analysis of the future supply and demand outlook for Jewish secondary schools?

Q1.10 How might the challenges posed by the analysis of future supply and demand for Jewish secondary schools best be met?

Q1.11 What are your views on the challenges facing Jewish secondary schools in the regions and what strategies are they adopting to address them?

Q1.12 What strategies, policies and actions are likely to be most effective in increasing the percentage of Jewish children attending Jewish schools?

Q1.13 If it is judged necessary to reduce capacity which approaches are likely to be the most appropriate and effective?

Q1.14 What issues arise if Jewish schools accept pupils from other faiths? What can we learn from the experience of schools which currently accept other faith pupils?

Q1.15 What other strategies might be adopted to manage effectively future spare capacity?

ISSUE 2: JEWISH ETHOS

Main Theme Question

HOW MIGHT THE QUALITY OF JEWISH SCHOOL EXPERIENCE BEST BE IMPROVED?

Q2.1 To what extent should a fundamental review of the ethos and purpose of Jewish schools be an aim of the Commission's work?

Q2.2 What curriculum issues should the Commission be considering?

Q2.3 What changes, if any are needed to the quality assessment process for Jewish Studies work?

Q2.4 To what extent do challenges still arise in the supply, training and retention of Jewish studies teachers? How might any such challenges best be met?

ISSUE 3: SCHOOL LEADERSHIP AND GOVERNANCE

Main Theme Question

WHAT ARE THE MAJOR LEADERSHIP AND STAFFING CHALLENGES FACING JEWISH SCHOOLS AND HOW MIGHT THEY BEST BE MET?

Q3.1 What are your views on the benefits or otherwise of having a significant proportion of Jewish teachers of general subjects in Jewish schools? If you consider that there are benefits, how might this best be achieved?

Q3.2 What have been the key issues for the recruitment and retention to leadership positions in your school over the past 3 years?

Q3.3 What issues, if any, have arisen in the last 3 years in recruitment to your school's governing body, and in particular, the post of Chair?

Q3.4 How much has your governing body spent in each of the last 3 years on external legal and other support services?

Q3.5 What help, if any, do you feel your school's governing body may need in responding to the issues raised in this document?

ISSUE 4: FUNDING AND FINANCE

Main Theme Question

HOW CAN THE KEY FUNDING ISSUES FACED BY BOTH STRICTLY ORTHODOX AND MAINSTREAM SCHOOLS BEST BE RESOLVED?

Q4.1 Is a more co-operative approach between schools on joint marketing now more appropriate? If so, how might it best be brought about?

Q4.2 What issues face voluntary aided schools in funding their Jewish studies provision and how are they being addressed?

Q4.3 What funding issues face private schools and how are they being addressed?

ISSUE 5: WIDER EDUCATIONAL AND POLITICAL ISSUES

Main Theme Question

WHAT CHALLENGES AND OPPORTUNITIES ARE PRESENTED BY THE WIDER EDUCATIONAL AND POLITICAL ISSUES FACING JEWISH SCHOOLS?

Q5.1 What issues face private schools, particularly within the strictly orthodox community in responding to the Government's encouragement to become voluntary-aided?

Q5.2 What are the challenges and opportunities faced by Jewish schools in responding to the Government's community cohesion agenda?

Q5.3 What constraints if any inhibit the provision of a broader curriculum offer in Jewish schools?

Q5.4 What are the challenges and opportunities which arise in seeking to develop schools as the central force within their communities?

Q5.5 What other wider educational and political issues face Jewish schools and how best might the community respond to them?

Q5.6 What are parents' views on the ease in which they can make their views known on their own children's schooling and if they wish, on more general school, and wider educational policies?

Q5.7 To what extent do you agree that a collective voice for Jewish schools would be beneficial? How might such a voice best be resourced?

Q5.8 What are your views on the need for a strategic agency covering all Jewish formal education to be established?

ARE THERE ANY OTHER ISSUES NOT IDENTIFIED IN THIS DOCUMENT THAT YOU FEEL THE COMMISSION SHOULD BE CONSIDERING?

APPENDIX A

Members of the Committee and Terms of Reference

Professor Leslie Wagner – Chairman

Professor Leslie Wagner is the Chancellor of the University of Derby, and was Vice Chancellor of Leeds Metropolitan University from 1994 to 2003. He is a member of the Chief Rabbinate Trust and of the Jewish Chronicle Trust, and some years ago undertook the review of Jewish Continuity that led to the formation of UJIA.

Sarah Anticoni

Sarah Anticoni is a solicitor/mediator and partner with the law firm Charles Russell LLP. She sits on the Family Law Group of the BOD, and is also on the Board of Shomrei Hadath Federation Synagogue. She is married to Jonathan Seitler QC and has close family links to the Sephardic community. Their 2 children attended North West London Jewish Day School.

Bill Benjamin

William Benjamin is Managing Director of Apollo Real Estate Advisors (UK) Ltd, a large private equity firm focusing on real estate investments in Europe and India. An American citizen, he moved to London in 2001. He was recently elected vice chair, Assembly of Masorti Synagogues, and is married with three children, all of whom attend Naima Jewish Preparatory School.

Tony Danker

Tony Danker is a management consultant with a focus on government and the wider public sector. He was previously on the UJIA Renewal Executive, chairing the research & development group. He began his career working in the Jewish Community as UJS Chairperson and then in the Office of the Chief Rabbi, He is married with 2 children.

Tamara Finkelstein

Tamara Finkelstein is an active member of New North London Synagogue and has been involved in a range of Jewish communal organisations including most recently being a member of the Steering Group of the London Jewish Forum. In her professional life she is a Director at the Treasury. She lives in North London with her husband and three children.

Aviva Kaufmann

Aviva Kaufmann is an active member of the board of management of Hampstead Garden Suburb synagogue, with particular interest in facilities for children. As a mother of three children, she has recently been elected parent governor of her children's school. She has been involved in both formal and informal Jewish education for many years.

Jonathan Kestenbaum

Jonathan Kestenbaum is the Chief Executive of NESTA, the National Endowment for Science, Technology & the Arts. Prior to this he has been Chief Executive of The Portland Trust, Chief Executive of UJIA and Executive Director of The Chief Rabbis Office. He is on the Board of The Design Council, The Technology Strategy Board and The Royal Shakespeare Company.

Ivan Lewis MP

Ivan Lewis is MP for Bury South, and was recently appointed as a Minister in the Department of Health. Prior to being elected an MP, Ivan worked in the local voluntary sector and was latterly Chief Executive of the Manchester Jewish Federation. He is a Trustee of the Holocaust Educational Trust, Vice chairman of Labour Friends of Israel and an Executive Committee Member of the Commonwealth Jewish Council.

Professor Kate Loewenthal

Professor Kate Loewenthal is an academic psychologist with research interests in religion and well-being, and has published many articles on aspects of well-being in the Jewish community, including several studies involving Jewish schools. She is a school governor.

Leo Noé

Leo Noé is an active participant in education strategy and planning projects. He has a particular and keen interest in Special Needs Education with involvements at Communal and Government level in both the UK and Israel, where through the Rachel Charitable Trust; he is a major benefactor across all levels of the education field.

Gerald Rothman

Gerald Rothman is a solicitor by qualification; after 15 years in private practice, he spent the rest of his career in industry and retired in 2002 as the Chief Operating Officer of the companies which created Canary Wharf. He has been on the International Advisory Board of the Melton Centre in Jerusalem, was the chairman of the Leo Baeck College, and is married to Elaina, who is a Reform Rabbi.

Professional Specialist Support Team

Secretary to the Commission

Alastair Falk, Director of Educational Leadership - UJIA

Alex Goldberg

Community Issues Director, The Board of Deputies British Jews

Jeremy Newmark

Chief Executive, The Jewish Leadership Council

Research and Communications

Emma Levy, Research and Communications Officer

Administrative Support

Zippy Myers, Administrator

Terms of Reference

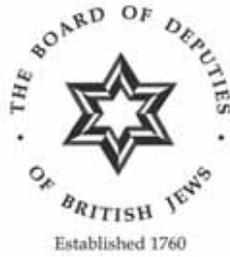
To consider the internal and external strategic issues facing Jewish schools to 2020 and to make clear recommendations on how they should best be addressed to ensure the development of a strong, vibrant and high quality Jewish school system. The issues include:

- Future demand and supply
- School Leadership and Governance
- Jewish curriculum development
- Teacher training and supply
- Quality and standards
- Marketing and promotion
- Wider educational and political issues
- Funding

APPENDIX B

**Board of Deputies of British Jews
Community Policy Research Group**

Report for the Commission on Jewish Schools



Board of Deputies of British Jews
Community Policy Research Group

Report for the Commission on Jewish Schools

The Supply and Demand for
Jewish Day School Places in Britain

September 2007

Table of Contents

Summary of Findings	47
Introduction	48
Section 1 – Recent Trends.....	49
Capacity of Jewish Day Schools.....	49
Enrolment in Jewish Day Schools.....	50
Geographical distribution of Jewish school places	52
Estimating the pool size of Jewish school-age children.....	55
Section 2 – Assessing demand and supply for Jewish school places.....	58
Number of schools and places.....	58
Estimating the size of the school-age population	60
Section 3 – Calculating projections.....	63
London	64
Manchester	69
Other Areas.....	69
Summary.....	71
Annex 1	72
Annex 2	73
Annex 3	76
Annex 4	78

Summary of Findings

The following report sets out to answer whether or not there will be an oversupply of Jewish school places in Britain in the near future. It forms part of the Jewish Leadership Council's *Commission on Jewish Schools*, an assessment of the needs for Jewish education in this country. It uses various data sources, the majority of which are already in the public domain, published either by the Government, the Office for National Statistics or the Board of Deputies of British Jews.

The data that are available reveal a complex picture in which the overall message is clear; in the mainstream (i.e. non-strictly Orthodox) school sector there is likely to be an oversupply of Jewish day school places, at both the primary and secondary levels, within about five years from now.

This finding however is based on many assumptions, all of which have been highlighted in this paper. In addition it is necessary to stress that although we are entirely confident about the methodology employed here we are ultimately limited to utilising the best *available* data. Since these originate from dozens of different sources using varied collation techniques and definitions, the accuracy of these data might be legitimately challenged in some instances. Nevertheless it is difficult to see why the overall thrust of the findings of this report should not be taken seriously.

Introduction

The attendance of Jewish, school-aged children at a Jewish day school is a function of many different factors: compatible religiosity, distance to the nearest school, quality of the education provided, competition from other Jewish and non-Jewish schools, and of course availability of places. These factors represent the supply function.

In order to fill its places, a Jewish day school needs to have a *pool* of eligible Jewish children living within its catchment area. The proportion of these children that chooses to apply to the school is the *demand*. This must be distinguished from the proportion of these children that actually attend the school which is the *take-up*. If demand exceeds take-up then children will be turned away, but if take-up exceeds demand then places will have to be filled by children from outside the pool. Take-up can be assessed by examining various hypothetical scenarios, but demand is a more complex calculation for which accurate data are not available.¹

Take-up is rarely, if ever, 100% for all Jewish children but when it is maximised (always a subjective assessment) there will be fewer places than children demanding them, this is *undersupply*; if there are more places than children, this is *oversupply*. But calculating the point at which this occurs is inevitably prone to inaccuracy. This is principally because there are many 'unknowns' regarding potential demographic and religious trends influencing pool sizes and future take-up levels for Jewish school places, in addition to the broader dilemma of incomplete or inaccurate data.

Not only is take-up subjective but so too is the denominational categorisation of 'mainstream' and 'strictly Orthodox' – crucial distinctions in calculations relating to analyses such as these. This is because there are important differences in supply and demand between the mainstream and strictly Orthodox sectors. But there is no universally accepted definition of either category and there are some schools for which categorisation is not clear-cut. The categorisation decisions taken for this report regarding every known Jewish day school are highlighted in Appendices 2 and 3.

¹ The Institute for Jewish Policy Research has produced a detailed report on these factors. See Valins O, Kosmin B & Goldberg J 2001. *The future of Jewish schooling in the United Kingdom: A strategic assessment of a faith-based provision of primary and secondary school education* London: The Institute for Jewish Policy Research

Section 1 – Recent Trends

Capacity of Jewish Day Schools

The number of places available in Jewish day schools (capacity) has been steadily rising since at least 1999 for both denominational groups. This is shown in Table 1 and Figures 1 and 2. Overall from 1999 to 2006 capacity rose by 19%; however the capacity rise was greater in the strictly Orthodox sector (25%) than in the mainstream sector (14%).

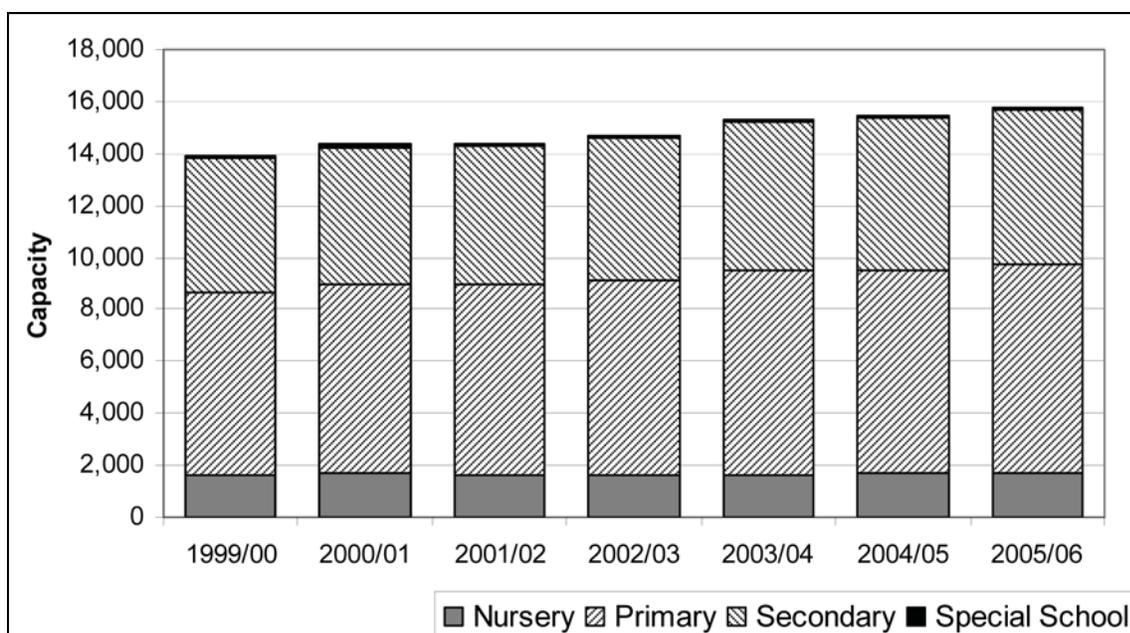
Table 1 – Total places available at Jewish Day Schools (capacity) 1999/00 to 2005/06

Year	Mainstream school places					Strictly Orthodox school places						Grand Total
	Nursery	Primary	Secondary	Special	Total	Nursery	Primary	All Through*	Secondary	Special	Total	
1999/00	1,648	6,990	5,181	78	13,897	604	4,043	5,040	1,935	0	11,622	25,519
2000/01	1,728	7,238	5,281	108	14,355	570	4,554	5,996	2,364	0	13,484	27,839
2001/02	1,616	7,370	5,331	88	14,405	318	4,869	5,749	2,574	51	13,561	27,966
2002/03	1,621	7,509	5,451	88	14,669	318	5,033	5,729	2,557	51	13,688	28,357
2003/04	1,647	7,893	5,650	88	15,278	298	5,134	6,243	2,560	51	14,286	29,564
2004/05	1,663	7,837	5,872	90	15,462	373	4,934	6,549	2,500	51	14,407	29,869
2005/06	1,722	8,003	5,973	91	15,789	413	4,716	6,524	2,798	51	14,502	30,291

* Schools providing education for pupils at both primary and secondary level

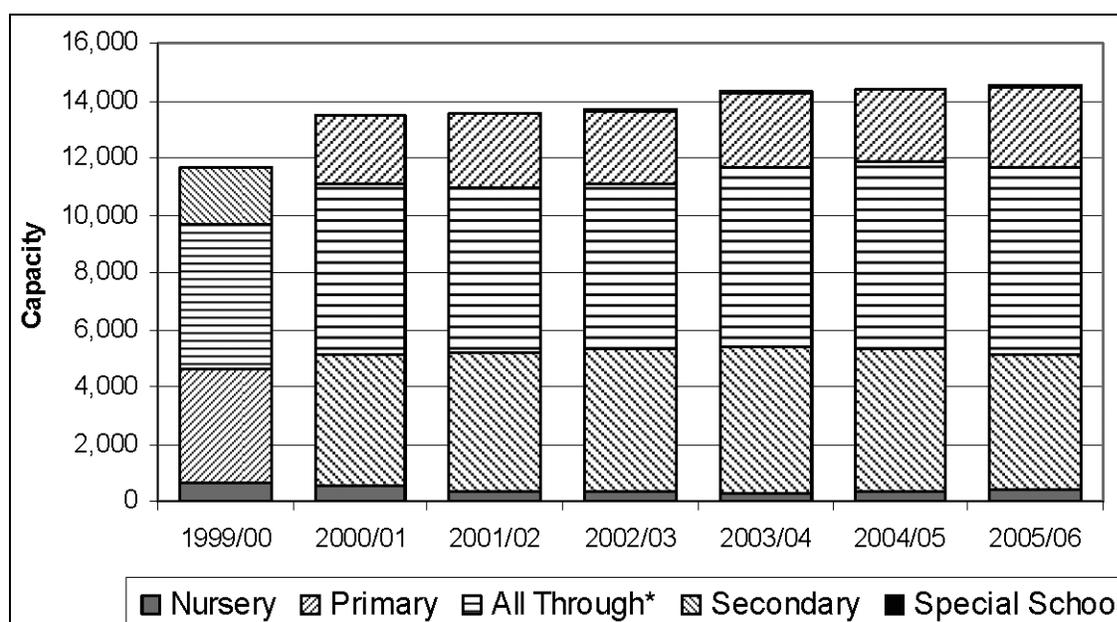
Source: CPRG records

Figure 1 – Capacity of Jewish Day Schools (mainstream)



Source: CPRG records

Figure 2 – Capacity of Jewish Day Schools (strictly Orthodox)



* Schools providing education for pupils at both primary and secondary level

Source: CPRG records

Enrolment in Jewish Day Schools

The number of Jewish children attending Jewish day schools (enrolment) has since 1995 also been steadily rising for both denominational groups. This is shown in Table 2 and Figures 3 and 4. Overall from 1995 to 2006 enrolment rose by 42%; however the rise was greater in the strictly Orthodox sector (59%) than in the mainstream sector (29%).

It should also be noted that in 2005/06, there were approximately 1,000 **non-Jewish pupils** (as defined by Jewish schools) attending Jewish day schools. Around 90% of these were in Birmingham and Liverpool, where they exceeded the number of Jewish pupils attending those schools. These pupils are not included in Table 2 and Figures 3 and 4 and nor are they included in the calculations made in the remainder of the report.

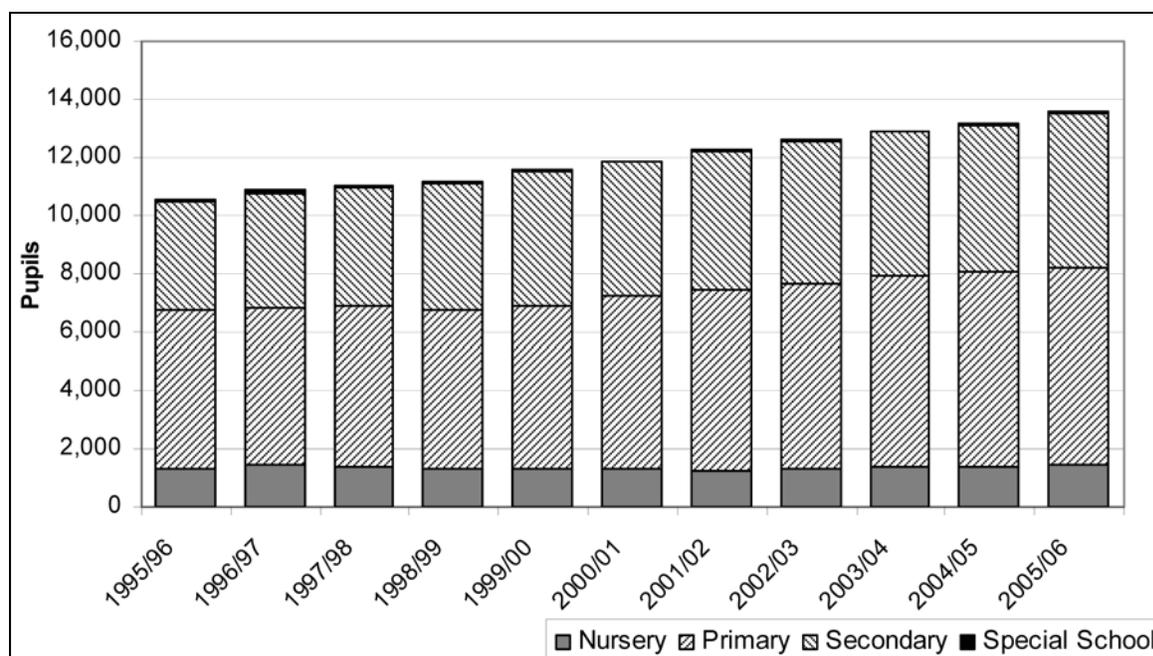
Table 2 – Enrolment in Jewish Day Schools (Jewish pupils only)

Year	Mainstream					Strictly Orthodox						Grand Total
	Nursery	Primary	Secondary	Special	Total	Nursery	Primary	All Through*	Secondary	Special	Total	
1995/96	1,292	5,456	3,739	63	10,550	631	2,965	3,213	1,289	0	8,098	18,648
1996/97	1,430	5,405	3,952	77	10,864	618	2,803	3,655	1,312	0	8,388	19,252
1997/98	1,372	5,491	4,128	64	11,055	595	2,917	4,113	1,435	0	9,060	20,115
1998/99	1,341	5,423	4,365	64	11,193	539	2,968	4,456	1,368	0	9,331	20,524
1999/00	1,291	5,624	4,594	65	11,574	545	3,616	4,959	1,710	0	10,830	22,404
2000/01	1,312	5,897	4,629	50	11,888	513	3,855	5,257	1,663	0	11,288	23,176
2001/02	1,247	6,227	4,741	70	12,285	217	3,932	5,593	1,847	62	11,651	23,936
2002/03	1,291	6,364	4,890	49	12,594	282	4,095	5,882	1,832	62	12,153	24,747
2003/04	1,407	6,492	4,980	51	12,930	234	3,999	6,130	1,936	62	12,361	25,291
2004/05	1,404	6,666	5,047	42	13,159	352	4,162	6,358	1,848	62	12,782	25,941
2005/06	1,469	6,752	5,309	40	13,570	342	4,275	6,058	2,163	62	12,900	26,470

* Schools providing education for pupils at both primary and secondary level

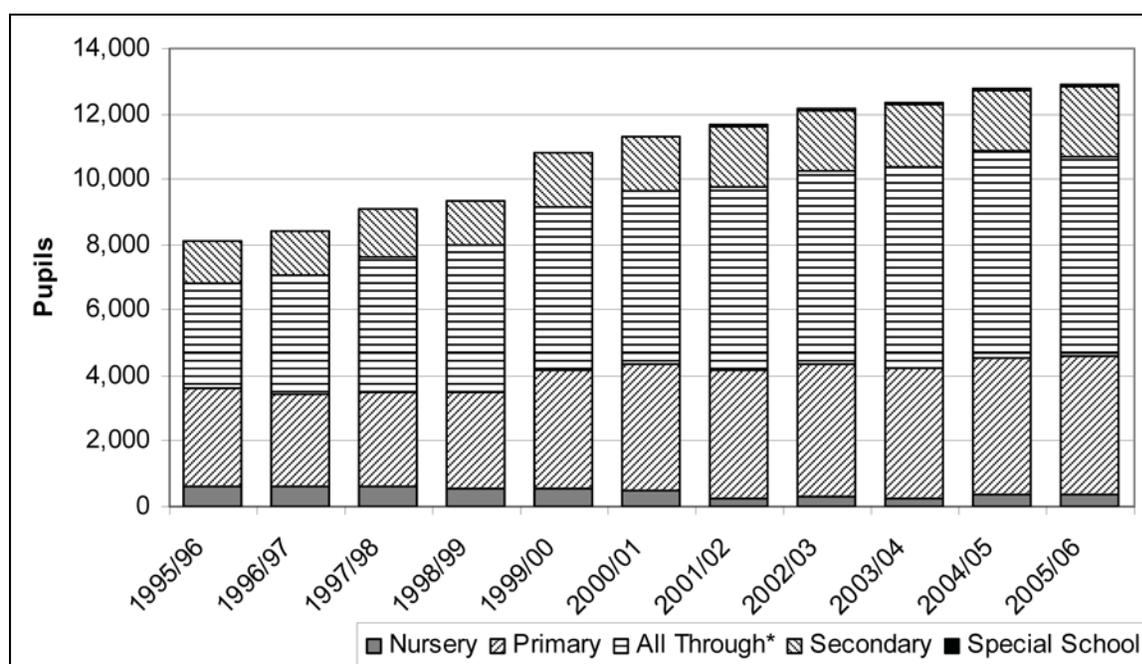
Source: CPRG records

Figure 3 – Enrolment (Jewish pupils) in Jewish Day Schools (mainstream)



Source: CPRG records

Figure 4 – Enrolment (Jewish pupils) in Jewish Day Schools (strictly orthodox)



* Schools providing education for pupils at both primary and secondary level

Source: CPRG records

Geographical distribution of Jewish school places

Geography is a very important aspect of supply and demand for school places. Since the Jewish school-age population is not evenly distributed around the country neither are school places. However the number of places in an area does not necessarily match the number of eligible Jewish children in the local pool since the size of the population is always changing. In some areas there will be too many places whilst in other there will be too few. We have broken down the data as far as is possible and practicable for the demands of this report. However greater accuracy can always be achieved at smaller and smaller scales, data which are unfortunately not always available.

The data in Table 4 and Figures 5 and 6 split the country into three: London (including neighbouring areas of Hertfordshire and Essex), Greater Manchester and the rest of the UK. It is clear that the majority of enrolled Jewish pupils (75% in the mainstream sector, and 70% in the strictly Orthodox sector) attend schools in London. Of the remainder, most (around 70%) of all other pupils attend schools in Greater Manchester.

Table 3 shows that since 1995 enrolment in Greater Manchester has more than doubled in the strictly Orthodox sector. In the mainstream sector in London it has risen by 40% but has fallen by 24% in the 'Rest of Britain' (excluding Greater Manchester).

Table 3 - Summary of change in school enrolment by sector and area, 1995-2006, %

Area	Mainstream	Strictly Orthodox
London	40.4	48.2
Greater Manchester	21.3	113.4
Rest of Britain	-23.6	35.5
Total	28.6	59.3

Table 4 – Enrolment in Jewish Day Schools by area (Jewish pupils only)

Year	Mainstream				Strictly Orthodox			
	London	Greater Manchester	Other	Total	London	Greater Manchester	Other*	Total
1995/96	7,508	1,567	1,475	10,550	5,864	1,518	716	8,098
1996/97	7,896	1,574	1,394	10,864	6,153	1,519	716	8,388
1997/98	8,108	1,574	1,373	11,055	6,732	1,600	728	9,060
1998/99	8,213	1,708	1,272	11,193	6,983	1,621	727	9,331
1999/00	8,703	1,677	1,194	11,574	7,611	2,435	784	10,830
2000/01	8,978	1,688	1,222	11,888	7,597	2,856	835	11,288
2001/02	9,170	1,909	1,206	12,285	7,895	2,889	867	11,651
2002/03	9,482	1,876	1,236	12,594	8,324	2,944	885	12,153
2003/04	9,918	1,841	1,171	12,930	8,533	2,907	921	12,361
2004/05	10,266	1,747	1,146	13,159	8,702	3,151	929	12,782
2005/06	10,543	1,900	1,127	13,570	8,691	3,239	970	12,900

* The strictly Orthodox pupils shown under 'Other' are almost exclusively in Gateshead.

Source: CPRG records

Figure 5 – Enrolment in Jewish Day Schools (mainstream), by region (Jewish pupils only)

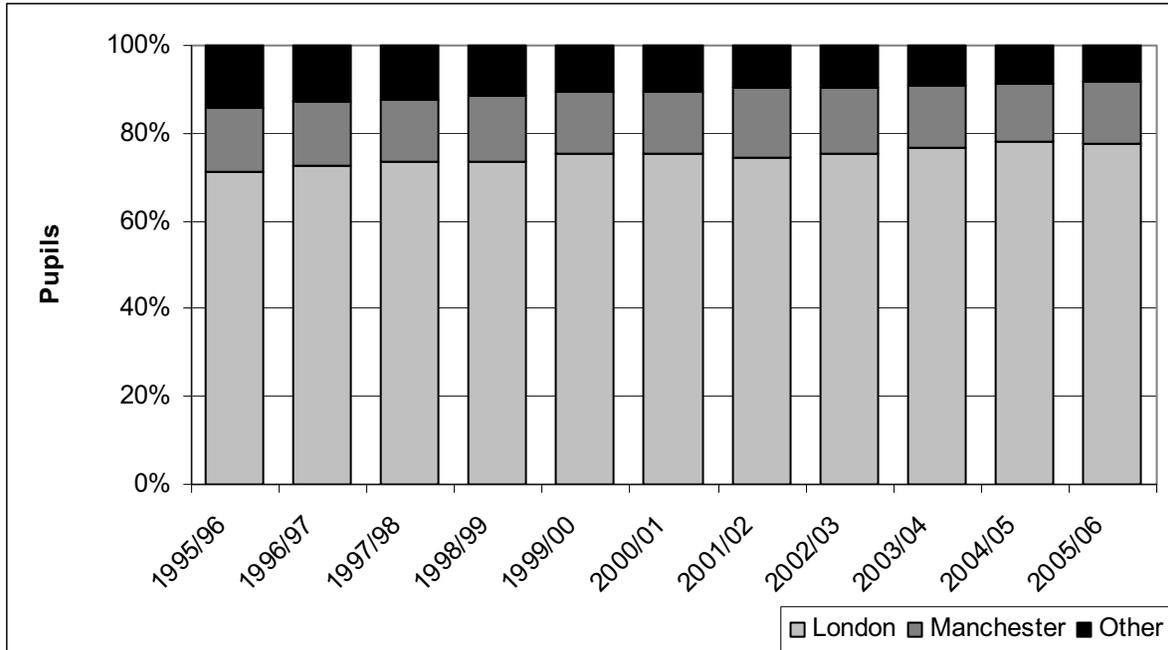
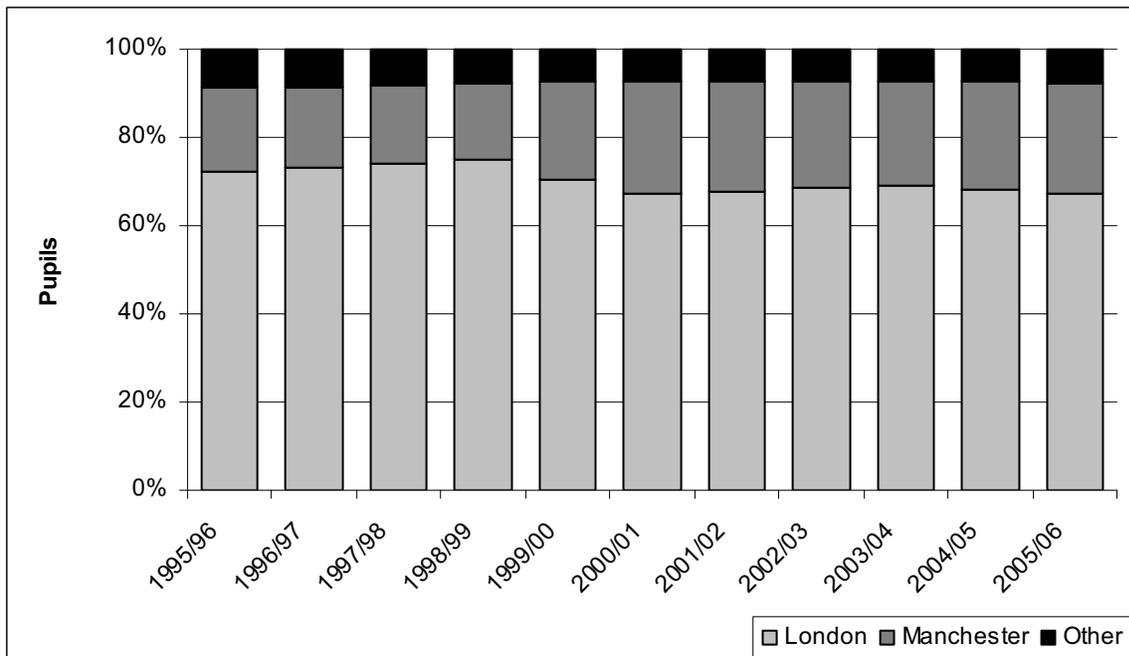


Figure 6 – Enrolment in Jewish Day Schools (strictly orthodox), by region (Jewish pupils only)



Estimating the pool size of Jewish school-age children

The Board of Deputies' Research Unit collects information each year about circumcisions, which are used as a proxy for Jewish birth cohort data.² Data obtained using this method show that from 1996 to 2005 Jewish births overall rose by 5% (see Table 5).

Table 5 – Total circumcisions and imputed births, 1996-2005

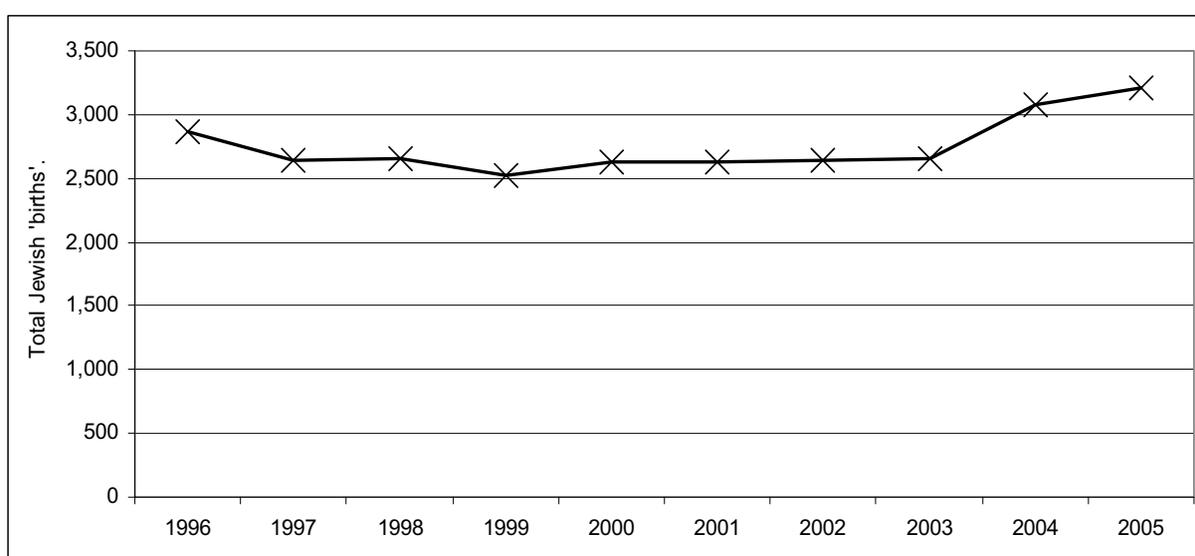
Year	Total Circumcisions	Multiplier*	Jewish births^	3-yr Average
1996	1,475	1.948	2,873	2,837
1997	1,356	1.951	2,646	2,725
1998	1,361	1.951	2,656	2,609
1999	1,296	1.948	2,524	2,604
2000	1,348	1.952	2,632	2,593
2001	1,344	1.952	2,623	2,633
2002	1,357	1.948	2,643	2,638
2003	1,357	1.952	2,648	2,789
2004	1,579	1.948	3,076	2,976
2005	1,640	1.954	3,205	-

* The multiplier is the ratio of all births to male births in the general population for that year published by the Office for National Statistics.

^ 'Births' data are inferred figures only.

Source: CPRG records

Figure 7 – Total Jewish births*, 1996-2005



* Based on recorded circumcisions

Source: Graham and Vulkan, 2007

² For the most recent report see: Graham D and Vulkan D 2007. *Community Statistics 2005*. London: The Board of Deputies of British Jews

It should be noted however that these data will not include all Jewish births for various reasons, not least because actual female birth counts are missing. (See Graham and Vulkan, 2007 for a detailed analysis.)

A second source of births data is the UK 2001 Census. This recorded 1,394 Jewish males and 1,305 Jewish females aged under 1 year, in England and Wales (ONS Table M277) giving a total of 2,699 Jewish babies born from May 2000 to April 2001. A similar calculation reveals an estimated 51 Jewish babies born in Scotland during the same period. Therefore the total estimated Jewish birth cohort for Great Britain from this source is 2,750. As with the figure calculated by the CPRG (for 2001 it was 2,633) its accuracy can be disputed, since the question on religion in the census was voluntary. However it is sufficiently similar to the CPRG figure to provide confidence in both numbers.

Assessing the denomination of the Jewish children

Neither the data collected by the CPRG nor that from the census enable us to determine what proportion of the Jewish births each year should be counted as strictly Orthodox as opposed to mainstream. However, we do know the proportions of marriages taking place in synagogues and these can be used to provide a crude proxy of the proportion of Jews in each group (Table 6).

Table 6 – Total Jewish marriages by denomination, 1996 - 2005

Year	Strictly Orthodox	Central Orthodox*	Sephardi	Masorti	Reform	Liberal	Total
1996	195	539	49	21	104	33	941
1997	186	561	43	20	128	48	986
1998	195	496	44	19	111	52	917
1999	215	543	39	28	144	48	1,017
2000	197	490	40	24	101	52	904
2001	176	481	27	22	113	40	859
2002	217	469	59	25	107	53	930
2003	238	472	43	36	98	45	932
2004	241	472	43	29	131	39	955
2005	275	446	39	30	162	48	1,000

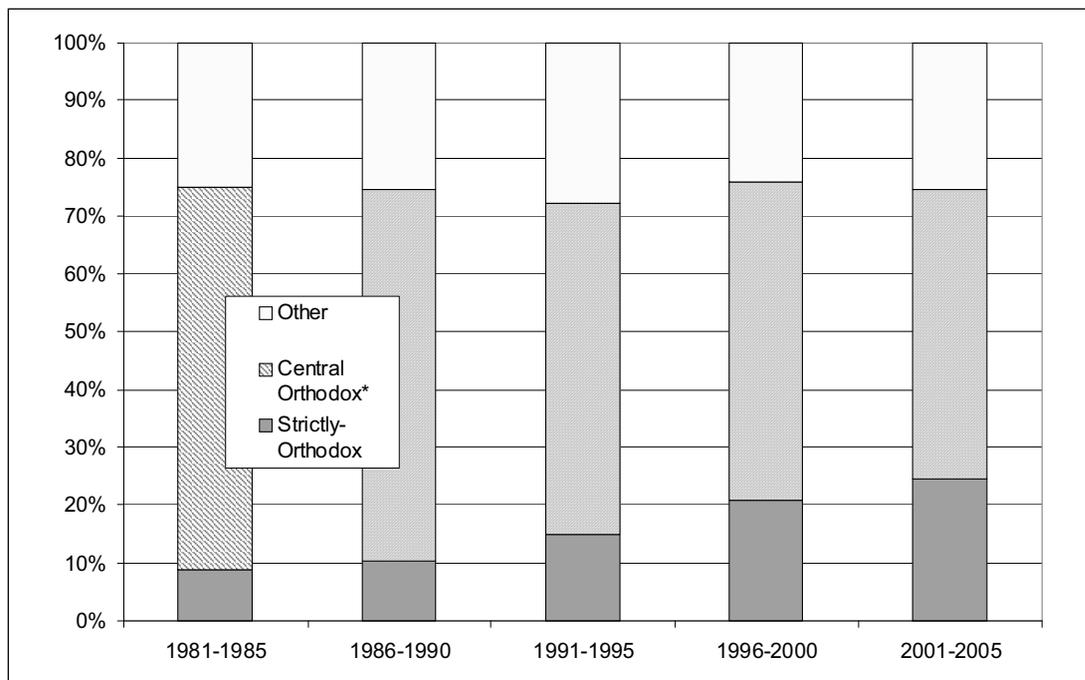
*including the United Synagogue, Federation of Synagogues, and other Synagogues recognising the authority of the Chief Rabbi.

Source: Graham and Vulkan, 2007

Marriages overall increased by 6% in the period 1996 – 2005. However they increased by 41% in the strictly Orthodox sector.

Figure 8 shows that proportionately, the strictly Orthodox group are steadily increasing their share of all Jewish marriages. In the early 1980s strictly Orthodox marriages represented under 10% of the total recorded; by 2005 this was nearly 28%. Over the period since 1980, the number of strictly Orthodox marriages has been increasing at a rate of 4.1% pa, whilst mainstream marriages have been contracting at 1.8% pa.

Figure 8 – Marriages by denomination, average for 5-year cohort, 1981-2005



*including the United Synagogue, Federation of Synagogues, and other Synagogues recognising the authority of the Chief Rabbi.

Source: CPRG records

Section 2 – Assessing demand and supply for Jewish school places

Number of schools and places

We are now in a position to assess the supply and demand for Jewish school places in Britain. In 2006 there were 134 Jewish schools in the UK. Table 7 and 8 highlight the difference between school type (nursery, primary, secondary) and site type (nursery alone, nursery with primary and so on). (It should be noted that, due to differences in the methods of data collection, the figures in the following tables differ slightly from the corresponding figures in Tables 1, 2 and 4.)

Table 7 - Number of schools (2005/06) by site type and denomination

School site type	Schools			
	Mainstream		Strictly Orthodox	Total
	Orthodox	Pluralist		
Nursery (only)	27	12	4	43
Primary (+ nursery)	18	2	15	35
Primary (only)	5	1	3	9
Secondary (no sixth form)	-	-	13	13
Secondary (+ sixth form)	6	-	3	9
Primary (+ nursery) + Secondary	-	-	18	18
Primary (only) + Secondary	-	-	2	2
Special school	3	-	2	5
Total	59	15	60	134

Source: CPRG records

Table 8 - Number of places and enrolment (2005/06) by site type and denomination

School Site type	Number of Places				Number of Enrolled Jewish Pupils			
	Mainstream		Strictly Orthodox	Total	Mainstream		Strictly Orthodox	Total
	Orthodox	Pluralist			Orthodox	Pluralist		
Nursery (only)	1,374	378	274	2,026	1,192	321	237	1,750
Primary (+ nursery)	5,607	703	4,129	10,439	4,863	643	3,651	9,157
Primary (only)	1,531	152	801	2,484	1,035	154	653	1,842
Secondary (no sixth form)	-	-	1,798	1,798	-	-	1,562	1,562
Secondary (+ sixth form)	5,983	-	618	6,601	5,416	-	574	5,990
Primary (+ nursery) + Secondary	-	-	6,724	6,724	-	-	5,923	5,923
Primary (only) + Secondary	-	-	205	205	-	-	179	179
Special school	86	-	93	179	38	-	65	103
Total	14,581	1,233	14,642	30,456	12,544	1,118	12,844	26,506

Source: CPRG records

Table 9 shows the geographic distribution of the schools along with the number of places. Among other things the data show that in mainstream schools outside London and Manchester, Jewish pupils take up less than half (47%) of the available places.

Table 9 – Number of schools by geographic distribution

Region	Number of Schools				Number of Places (Enrolled Jewish Pupils in parentheses)			
	Mainstream		Strictly Orthodox	Total	Mainstream		Strictly Orthodox	Total
	Orthodox	Pluralist			Orthodox	Pluralist		
London	40	13	38	91	10,077 (9,513)	1,178 (1,074)	9,788 (8,649)	21,043 (19,236)
Manchester	8	1	17	26	2,209 (1,961)	40 (32)	3,788 (3,276)	6,037 (5,269)
Rest of Britain	11	1	5	17	2,295 (1,070)	15 (12)	1,066 (919)	3,376 (2,001)
Total	59	15	60	134	14,581 (12,544)	1,233 (1,118)	14,642 (12,844)	30,456 (26,506)

Source: CPRG records

Estimating the size of the school-age population

The 2001 Census provides a breakdown of the UK Jewish population both geographically and by age. Given a number of assumptions,³ we can roll these figures forward to produce an estimate of the Jewish school-age population in 2005/06 (see Table 10).

Table 10 – Estimated Jewish school-age population (the potential pool) by area, 2005/06

Region	Primary (Aged 4-10)	Secondary (Aged 11-17)	Total
London Greater London plus the districts of Hertsmere, St Albans, Three Rivers, Watford, Welwyn Hatfield (Hertfordshire), Epping Forest (Essex) and Elmbridge (Surrey)	13,801	13,186	26,987
Manchester Greater Manchester County, plus the district of Macclesfield (Cheshire)	2,205	2,319	4,524
Leeds Leeds City, plus Harrogate (North Yorkshire)	434	537	971
Gateshead	294	254	548
Glasgow Glasgow City and East Renfrewshire	219	276	495
Liverpool Merseyside County	156	195	351
Southend on Sea	141	162	303
Birmingham Birmingham City, plus Solihull and Coventry	127	150	277
Brighton & Hove	121	143	264
Rest of Great Britain*	2,239	2,750	4,989
GREAT BRITAIN*	19,737	19,972	39,709

Source: Census 2001, Table T52, Table T25 (Scotland)

*No data by age are available for the Jewish population of Northern Ireland.

Splitting these data by denomination

We now make three further assumptions. The first relates to take-up. In the strictly Orthodox sector take-up will effectively be 100% but in the mainstream sector take-up will be less than 100%. Regardless of what the take-up actually is in the mainstream sector, it is therefore necessary to estimate the proportion of the children shown in Table 10 of each denomination.

However as with the categorisation of schools as either mainstream or strictly Orthodox, the categorisation of people is even more subjective. In this analysis we have identified certain areas in which we assume almost the entire Jewish population is strictly Orthodox. We also

³ In light of a lack of data, we assume negligible child mortality, and zero net migration both internal and international.

identify areas in which the Jewish population may be a mixture of mainstream and strictly Orthodox Jews.

A further complication relates to the potential for undercount in the census data. The question on religion in the census was voluntary, and it is possible therefore that some figures may represent a slight undercount of the total Jewish population. This has been discussed in detail elsewhere.⁴ Placing a precise figure on the size of the population is not possible but there is evidence that the undercount was greatest in parts of the strictly Orthodox community.

Bearing these three points in mind, Table 11 shows an estimate for the proportion of the 39,709 school-age children who are strictly Orthodox:

Table 11 - Estimating the strictly Orthodox school-age population pool by areas containing mostly strictly Orthodox Jews, (2005/06)

Location		Primary (Aged 4-10)	Secondary (Aged 11-17)	Total
London	"Stamford Hill" (includes the wards of Cazenove, Lordship, New River and Springfield in the London Borough of Hackney, and Seven Sisters ward in Haringey)	2,043	1,611	3,654
	Pupils attending strictly Orthodox schools in the London Boroughs of Barnet and Brent	1,853	959	2,812
Manchester "Broughton Park" (includes the City of Salford, and half the population of the Sedgley ward of the Metropolitan Borough of Bury)*		1,088	1,017	2,105*
Gateshead		294	254	548
Total		5,278	3,841	9,119

Source: Census 2001, Table T52; CPRG records

*Alternative 'low' and 'high' estimates for Manchester are as follows:

	Primary (Aged 4-10)	Secondary (Aged 11-17)	Total
Low: City of Salford only	897	839	1,736
High: City of Salford, whole of Sedgley ward (Metropolitan Borough of Bury) and whole of Crumpsall and Cheetham wards (City of Manchester)	1,333	1,251	2,584

Source: Census 2001, Table 52

⁴ The issues are discussed in Graham DJ & Waterman S 2005. Underenumeration of the Jewish Population in the 2001 Census, Population, Space and Place 11 (2) 89-102

Subtracting the data in Table 11 from Table 10 we estimate the mainstream Jewish school-age population as follows:

Table 12 – Estimated Jewish school-age population pool (mainstream only) by area, 2005/06

Region	Primary (Aged 4-10)	Secondary (Aged 11-17)	Total
London Greater London plus the districts of Hertsmere, St Albans, Three Rivers, Watford, Welwyn Hatfield (Hertfordshire), Epping Forest (Essex) and Elmbridge (Surrey)	9,905	10,616	20,521
Manchester Greater Manchester County, plus the district of Macclesfield (Cheshire)*	1,117	1,302	2,419*
Leeds Leeds City, plus Harrogate (North Yorkshire)	434	537	971
Glasgow Glasgow City and East Renfrewshire	219	276	495
Liverpool Merseyside County	156	195	351
Southend on Sea	141	162	305
Birmingham Birmingham City, plus Solihull and Coventry	127	150	277
Brighton & Hove	121	143	264
Rest of Great Britain	2,239	2,750	4,989
GREAT BRITAIN	14,459	16,131	30,590

*Using the alternative estimates for the strictly Orthodox population in Manchester produces a range for the mainstream primary population in that region of 872 to 1,308, and for the secondary population of 1,068 to 1,480.

Section 3 – Calculating projections

Having now presented data on the number of Jewish day school places, as well as data regarding the number of Jewish school-age children, we are in a position to calculate projections for the school-age population size and compare it with projections for the number of (known) future Jewish school places (capacity). The following sections relate to pupils aged 4-17 in the mainstream sector only, excluding special schools, up to and including the school year 2016/17.

New capacity in this sector (all of which is in London) is as follows:

Table 13 – New future Jewish school capacity based on known data

School name	School Type	Capacity / Intake
JFS School	Secondary School Mainstream Orthodox Voluntary Aided	Existing capacity of 1,880 (comprising 300 in each of Years 7 to 9; 240 in Years 10 and 11; and 500 in the Sixth Form). Projected to reach 2,000 by 2007/08, as Year 7 continues to take new admissions in ten forms (300 pupils) rather than eight forms. DCSF* maximum capacity is 2,205.
Akiva School	Primary School Pluralist Voluntary Aided (from Sept 2007)	Existing capacity of 152. Projected to reach 420 by 2013/14, as the school becomes two-form entry from September 2007.
Yavneh College	Secondary School Mainstream Orthodox Voluntary Aided	Opened September 2006, admitting 90 pupils to Year 7. Will admit 120 in 2007/08 and 150 from 2008/09, , projected to reach full capacity of 1,000 (including 250 in the Sixth Form) in 2012/13.
Edgware Jewish Primary School	Primary School Mainstream Orthodox Independent	Opened September 2006, admitting 30 pupils to the Reception Class. Projected to reach full capacity of 210 (excluding the Nursery Class) in 2012/13.
Jewish Community Secondary School (JCoSS)	Secondary School Pluralist Voluntary Aided	Projected to open in September 2010, admitting 180 pupils (six forms) each year, reaching full capacity of 1,260 in 2016/17.

*Department for Children, Schools and Families

Source: Various

We showed in Table 6 that the number of marriages in the mainstream sector is contracting at 1.8% per year. Extrapolating this trend provides an indication of future births, and hence the school-age population (the pool).

We now calculate projections for future demand for school places, and the expected over- or undersupply. Each region is considered separately.

London

Mainstream primary schools

London has 4,914 places in mainstream Jewish primary schools; this will increase to 5,392 places in the year 2013 once Edgware Jewish Primary School is fully open and the expansion of Akiva School is complete.

Table 14 - London mainstream primary schools, projections of take-up

Year	Places	Pool	Take-up based on various scenarios			
			44.7%*	50%	60%	70%
2005/06	4,914	9,905	4,429	4,953	5,943	6,934
2006/07	4,944	9,727	4,349	4,863	5,836	6,809
2007/08	5,047	9,552	4,271	4,776	5,731	6,686
2008/09	5,112	9,380	4,194	4,690	5,628	6,566
2009/10	5,177	9,211	4,119	4,605	5,527	6,448
2010/11	5,242	9,045	4,044	4,523	5,427	6,332
2011/12	5,302	8,882	3,972	4,441	5,329	6,218
2012/13	5,362	8,722	3,900	4,361	5,233	6,106
2013/14	5,392	8,565	3,830	4,283	5,139	5,996
2014/15	5,392	8,411	3,761	4,206	5,047	5,888
2015/16	5,392	8,260	3,693	4,130	4,956	5,782
2016/17	5,392	8,111	3,627	4,056	4,867	5,678
2017/18	5,392	7,965	3,562	3,983	4,779	5,576

*actual take-up in 2005/6

(Bold implies oversupply of places)

Table 14 shows that in 2005 enrolment was 4,429 Jewish children, thus take-up in the mainstream primary sector in London is 44.7%. As at 2005/06 there was an oversupply of places (take-up 4,429 children in 4,914 places). If the take-up continues to be at this level (44.7%), then there will continue to be an oversupply of places given the declining trends in mainstream Jewish births inferred by the analysis of data in Table 6. If take-up increases to

60%, and no additional places (apart from those already allowed for) are provided, there will be an undersupply of places until 2010/11, after which there will be an oversupply. At a take-up level of 70%, oversupply would not occur until more than ten years from now (2019/20 but not shown in Table 14).

The reality however is that London (including contiguous regions) is not geographically uniform in either the supply of, or demand for, school places. Therefore it is more accurate to consider separately the areas of North West London (which is defined as those areas north of the Thames and west of the Lee) and North East London (north of the Thames and east of the Lee), these being the areas in which all of the existing schools are located.

Table 15 – North West London mainstream primary schools, projections of take-up

Year	Places	Pool	Take-up based on various scenarios			
			47.3%*	50%	60%	70%
2005/06	4,068	7,992	3,780	3,996	4,795	5,594
2006/07	4,098	7,848	3,712	3,924	4,709	5,494
2007/08	4,201	7,707	3,645	3,853	4,624	5,395
2008/09	4,266	7,568	3,580	3,784	4,541	5,298
2009/10	4,331	7,432	3,515	3,716	4,459	5,202
2010/11	4,396	7,298	3,452	3,649	4,379	5,109
2011/12	4,456	7,167	3,390	3,583	4,300	5,017
2012/13	4,516	7,038	3,329	3,519	4,223	4,926
2013/14	4,546	6,911	3,269	3,456	4,147	4,838
2014/15	4,546	6,787	3,210	3,393	4,072	4,751
2015/16	4,546	6,665	3,152	3,332	3,999	4,665
2016/17	4,546	6,545	3,095	3,272	3,927	4,581
2017/18	4,546	6,427	3,040	3,213	3,856	4,499

*actual take-up in 2005/6

(Bold implies oversupply of places)

Table 16 – North East London mainstream primary schools, projections of take-up

Year	Places	Pool	Take-up based on various scenarios			
			51.8%*	50%	60%	70%
2005/06	846	1,253	649	627	752	877
2006/07	846	1,230	637	615	738	861
2007/08	846	1,208	626	604	725	846
2008/09	846	1,187	615	593	712	831
2009/10	846	1,165	604	583	699	816
2010/11	846	1,144	593	572	687	801
2011/12	846	1,124	582	562	674	787
2012/13	846	1,103	572	552	662	772
2013/14	846	1,084	561	542	650	758
2014/15	846	1,064	551	532	638	745
2015/16	846	1,045	541	522	627	731
2016/17	846	1,026	531	513	616	718
2017/18	846	1,008	522	504	605	705

*actual take-up in 2005/6

(Bold implies oversupply of places)

The situation in North West London, where the current take-up is 47.3%, is similar to that in London as a whole. But even at 50% there is already over-supply in this area at the primary level. Take-up in North East London is slightly higher at 51.8% but almost a quarter of the available places are already either vacant or taken by non-Jewish pupils. Hence, even if take-up were immediately to rise as high as 70%, there would still be an oversupply of primary school places in North East London.

London

Mainstream secondary schools

For London as a whole, total capacity of the four secondary schools that were operating in 2005/06 was 4,472 places. However, with the expansion of JFS, and the opening of Yavneh College and JCoSS, we estimate this will increase to 6,852 places by 2016. Table 17 shows that at the current take-up level of 41.8% there is already an oversupply (4,438 Jewish children in 4,472 places).

Even if take-up were as high as 70%, there would be an oversupply of places from 2014/15 onwards. By the time JCoSS is projected to be fully open in 2016/17, the oversupply would amount to around 800 places.

Table 17 - London mainstream secondary schools, projections of take-up

Year	Places	Pool	Take-up scenarios			
			41.8%*	50%	60%	70%
2005/06	4,472	10,616	4,438	5,308	6,370	7,431
2006/07	4,622	10,425	4,358	5,212	6,255	7,297
2007/08	4,802	10,237	4,280	5,119	6,142	7,166
2008/09	4,952	10,053	4,203	5,026	6,032	7,037
2009/10	5,102	9,872	4,127	4,936	5,923	6,910
2010/11	5,432	9,694	4,053	4,847	5,817	6,786
2011/12	5,782	9,520	3,980	4,760	5,712	6,664
2012/13	6,132	9,348	3,908	4,674	5,609	6,544
2013/14	6,312	9,180	3,838	4,590	5,508	6,426
2014/15	6,492	9,015	3,769	4,507	5,409	6,310
2015/16	6,672	8,853	3,701	4,426	5,312	6,197
2016/17	6,852	8,693	3,634	4,347	5,216	6,085
2017/18	6,852	8,527	3,569	4,268	5,122	5,976

*actual take-up in 2005/6

(Bold implies oversupply of places)

If we again split London into a North West and North East constituency we find that current take-up in North West London is 41.3%. At this level we would expect there to be an oversupply of places in 2006 however at 70% this will not occur until 2013. In North East London (where there is just one Jewish secondary school) take-up is at 64.4% but even if this were to rise to 70%, given the population projections for school-aged children oversupply would already have occurred.

Table 18 – North West London mainstream secondary schools, projections of take-up

Year	Places	Pool	Take-up scenarios			
			41.3%*	50%	60%	70%
2005/06	3,491	8,479	3,503	4,240	5,087	5,935
2006/07	3,641	8,326	3,440	4,163	4,996	5,828
2007/08	3,821	8,177	3,378	4,088	4,906	5,724
2008/09	3,971	8,029	3,317	4,015	4,818	5,621
2009/10	4,121	7,885	3,258	3,942	4,731	5,519
2010/11	4,451	7,743	3,199	3,871	4,646	5,420
2011/12	4,801	7,604	3,141	3,802	4,562	5,322
2012/13	5,151	7,467	3,085	3,733	4,480	5,227
2013/14	5,331	7,332	3,029	3,666	4,399	5,133
2014/15	5,511	7,200	2,975	3,600	4,320	5,040
2015/16	5,691	7,071	2,921	3,535	4,242	4,949
2016/17	5,871	6,943	2,869	3,472	4,166	4,860
2017/18	5,871	6,818	2,817	3,409	4,091	4,773

*actual take-up in 2005/6

*(Bold implies oversupply of places)***Table 19 – North East London mainstream secondary schools, projections of take-up**

Year	Places	Pool	Take-up scenarios			
			64.4%*	50%	60%	70%
2005/06	981	1,451	935	726	871	1,016
2006/07	981	1,425	918	712	855	997
2007/08	981	1,399	902	700	840	979
2008/09	981	1,374	885	687	824	962
2009/10	981	1,349	869	675	810	945
2010/11	981	1,325	854	663	795	928
2011/12	981	1,301	838	651	781	911
2012/13	981	1,278	823	639	767	894
2013/14	981	1,255	809	627	753	878
2014/15	981	1,232	794	616	739	863
2015/16	981	1,210	780	605	726	847
2016/17	981	1,188	766	594	713	832
2017/18	981	1,167	752	583	700	817

*actual take-up in 2005/6

(Bold implies oversupply of places)

Manchester

It is particularly difficult to estimate the size of the mainstream pool in the Manchester area, because the strictly orthodox constitute a significant but unquantifiable proportion of the population in Sedgley ward. In addition, there is evidence to suggest that the catchment area for Greater Manchester is far wider than the urban region. Some pupils attending schools in Manchester (particularly at the secondary level) appear to live far beyond the city itself (e.g. Leeds).

The pool of **primary** age mainstream pupils in Greater Manchester is estimated to be between 872 and 1,308 children. The remainder of the North West and Yorkshire & Humber Government Office Regions (GORs) would add a further 814, taking the total pool to a possible maximum in excess of 2,000 primary aged children. However, of the 1,065 places available in mainstream Jewish primary schools, only 880 were taken up in 2005/06. It therefore appears that there is insufficient demand to fill the existing available places in Manchester at the primary level.

At **secondary** level, the pool in Manchester is estimated to be between 1,068 and 1,480 children; the remainder of the North West and Yorkshire & Humber GORs contain a further 1,006, giving a total pool of up to 2,500 Jewish children. The one mainstream Jewish secondary school in Manchester has 891 places, with an enrolment of 834. So here again the data suggest that supply already exceeds demand.

Other Areas

Apart from London and Manchester, and the strictly Orthodox population in Gateshead, the only cities with Jewish day schools (primary and/or secondary) in 2005 were Leeds, Liverpool, Birmingham, Glasgow and Brighton & Hove, none of which have large strictly Orthodox communities.

There is a small strictly Orthodox school in **Leeds**, with a total capacity of 60 places. The mainstream Brodetsky Primary School has a capacity of 315 places; current enrolment is 276 pupils. The corresponding pool of local children is 434. At an assumed take-up of 70%, it would currently be operating at close to capacity, but would presumably have difficulty filling its places in the near future.

The Jewish day schools in **Liverpool** have a capacity of 476 places at the primary level and 620 places at the secondary level. The corresponding populations for the whole of

Merseyside are 156 and 195 Jewish children respectively. Consequently, the majority of pupils at the schools are not Jewish, although take-up amongst the Jewish community does appear to be very high (over 90%) at primary level, and over 70% at secondary level, assuming the catchment area extends to the whole of Merseyside. (Take-up would be around 100% if it was assumed that the catchment area consists just of the City of Liverpool.)

The situation in **Birmingham** is similar. The Jewish primary school has a capacity of 204 (there is no secondary school), and the available population (including Coventry and Solihull) is 127, of whom it is estimated just over half attend the school. As in Liverpool, the majority of pupils at the school are not Jewish.

The Jewish primary school in **Glasgow** has an estimated capacity of 300, and is not fully subscribed. The flexible school system in Scotland makes it harder to define the population of primary school age children. However, using the same definition as in England & Wales produces an estimate of 219 (Glasgow and East Renfrewshire districts), the majority of whom it would appear are attending the school. The school has a small number of non-Jewish pupils.

The Jewish primary school in **Brighton & Hove** closed at the end of 2006/07. It had capacity for 52 pupils of primary school age, although not all of these places were filled in 2005/06. The available population was 121 – the take-up was therefore considerably below 50%.

Summary

In the following table we summarise the findings of this report. Given an optimistic (but realistic) take-up of 60% of all Jewish school-aged children within each school's potential catchment area, then only North West London is not already oversupplied with school places. However as the data summarised in Table 20 show, even this area should expect oversupply of places at both primary and secondary levels in about five years time. Even if take-up reaches 70%, the data suggest that there will still be about 800 surplus Jewish day school places in North West London alone, the equivalent of almost one entire school, within ten years.

The final note must be to again stress that although we are entirely confident about the methodology employed in this report these figures are nevertheless based on many assumptions, all of which have been highlighted in this paper. In addition they are limited to the best *available* data but the accuracy of these data, originating from dozens of different sources, might in some instances, be legitimately challenged.

Table 20 - Date of expected oversupply of places in mainstream Jewish primary and secondary schools, by area

Location	Number of primary school places in 2005/06	Year oversupply expected if 60% take-up reached	Number of secondary school places in 2005/06	Year oversupply expected if 60% take-up reached
North West London	4,068	2010/11	3,491	2011/12
North East London	846	< 2005/06	981	< 2005/06
Manchester	1,065	< 2005/06	891	< 2005/06
Leeds	315	< 2005/06	-	-
Liverpool	476	< 2005/06	620	< 2005/06
Birmingham	204	< 2005/06	-	-
Glasgow	300	< 2005/06	-	-

Annex 1

Data Sources

The main source of data regarding schools is the annual surveys carried out, for more than a decade, by the Community Research Unit of the Board of Deputies. However, it has not been possible to obtain a 100% response rate. There are also some concerns about the accuracy of this data due to misinterpretation of questions, and incomplete forms.

Therefore additional data sources have been used, which include:

- the annual census returns submitted to the Department for Children, Schools and Families (DCSF) – available through the EduBase database (<http://www.edubase.co.uk>);
- reports of inspections carried out by the Office for Standards in Education, Children's Services and Skills (Ofsted), available at <http://www.ofsted.gov.uk>;
- conditions of registration for children's daycare providers, also available from Ofsted;
- (for Scotland) HM Inspectorate of Education (<http://www.hmie.gov.uk>);
- (for Scotland) the schools database maintained by the Scottish Executive (<http://www.scotland.gov.uk/stats/sources/adds.xls>)

The estimates of the school-age population have been based on the results of the census carried out in 2001, available from the Office for National Statistics (England and Wales - <http://www.statistics.gov.uk/census/default.asp>) and the General Register Office for Scotland (<http://www.gro-scotland.gov.uk/census/censushm/index.html>).

Miscellaneous notes

This report is based on all those institutions and populations known to the Board of Deputies. However, this does not mean that it is exhaustive since it is possible, though unlikely that a school identifying itself as Jewish has slipped through the net (since there is no statutory requirement for schools to identify as Jewish, provided they are prepared to forego the concessions which that status grants them). But it is thought that this may be more relevant in the case of nursery schools. We would also warn about the possibility of some schools which may not be registered with the DCSF.

Annex 2

The classification of schools as 'mainstream' or 'strictly Orthodox' is inevitably subjective and the cut-off is a grey area. There is no official definition and we have made our decisions on a case by case basis.

Mainstream primary schools

Region	Name of School	LEA	Unique Ref No (DCSF)	Funding ¹	Gender	Capacity 2005/06 ²	Enrolment 2005/06 ³	Intake Sept 2007 ⁴
London	Akiva School	Barnet	101389	Ind ⁵	Mixed	152	154	60
London	Clore Shalom School	Hertfordshire	131456	VA	Mixed	210	209	30
London	Clore Tikva School	Redbridge	131682	VA	Mixed	420	372	60
London	<i>Edgware Jewish Primary School⁶</i>	<i>Barnet</i>	<i>135181</i>	<i>Ind</i>	<i>Mixed</i>	<i>-</i>	<i>-</i>	<i>24⁷</i>
London	Hasmonean Primary School	Barnet	130998	VA	Mixed	210	216	30
London	Hertsmere Jewish Primary School	Hertfordshire	131955	VA	Mixed	420	421	60
London	Ilford Jewish Primary School	Redbridge	102847	VA	Mixed	426	289	60
London	Independent Jewish Day School	Barnet	101343	VA	Mixed	210	184	28
London	Kerem School	Barnet	101381	Ind	Mixed	200	168	?
London	Mathilda Marks-Kennedy Jewish Primary School	Barnet	101376	VA	Mixed	175	181	25
London	Michael Sobell Sinai School	Brent	101549	VA	Mixed	637	597	90
London	Moriah Jewish Day School	Harrow	131229	VA	Mixed	240	185	30
London	Naima Jewish Preparatory School	Westminster	101176	Ind	Mixed	251	144	?
London	Noam Primary School	Brent	131952	Ind	Mixed	121	108	?
London	North West London Jewish Day School	Brent	101553	VA	Mixed	229	248	35
London	Rosh Pinah Primary School	Barnet	101340	VA	Mixed	399	418	60
London	Simon Marks Jewish Primary School	Hackney	100275	VA	Mixed	194	133	30
London	Wolfson Hillel Primary School	Enfield	102042	VA	Mixed	420	418	60
Manchester	Bury and Whitefield Jewish Primary School	Bury	105352	VA	Mixed	210	157	30
Manchester	King David Infant School	Manchester	105511	VA	Mixed	225	165	75
Manchester	King David Junior School	Manchester	105510	VA	Mixed	300	310	N/A
Manchester	North Cheshire Jewish Primary School	Stockport	106113	VA	Mixed	330	248	45

Region	Name of School	LEA	Unique Ref No (DCSF)	Funding ¹	Gender	Capacity 2005/06 ²	Enrolment 2005/06 ³	Intake Sept 2007 ⁴
Birmingham	King David School	Birmingham	103444	VA	Mixed	204	201 ⁸	30
Brighton	Torah Academy ⁹	Brighton and Hove	114665	Ind	Mixed	52	33	-
Glasgow	Calderwood Lodge School	East Renfrewshire	N/A	LA	Mixed	300 ¹⁰	207 ¹⁰	?
Leeds	Brodetsky Primary School	Leeds	108054	VA	Mixed	315	276	45
Liverpool	King David Primary School	Liverpool	104682	VA	Mixed	476	412 ¹¹	60

Notes

¹ Funding status: Ind = Independent, VA = Voluntary Aided, LA = Local Authority (Scotland).

² Reception through to Year 6. Source: DCSF unless noted otherwise.

³ Includes non-Jewish pupils, if any (noted specifically if significant in number). Source: DCSF unless noted otherwise.

⁴ Number of places available in Reception year. Source: local authority unless noted otherwise.

⁵ Became voluntary aided, two-form entry from September 2007.

⁶ Opened September 2006.

⁷ From school prospectus.

⁸ Approximately three-quarters non-Jewish.

⁹ Closed end of 2006/07.

¹⁰ Estimated from figures previously supplied by the school.

¹¹ Approximately two-thirds non-Jewish.

Mainstream secondary schools

Region	Name of School	LEA	Unique Ref No (DCSF)	Funding ¹	Gender	Capacity 2005/06 ²	Enrolment 2005/06 ³	Intake Sept 2007 ⁴
London	Hasmonean High School	Barnet	101366	VA	Mixed	1,080	1,084	150
London	Immanuel College	Hertfordshire	117657	Ind	Mixed	531	555	?
London	<i>Jewish Community Secondary School</i> ⁵	<i>Barnet</i>	-	VA	<i>Mixed</i>	-	-	-
London	JFS School	Brent	133724	VA	Mixed	1,880	1,864	300
London	King Solomon High School	Redbridge	102861	VA	Mixed	981	935	150
London	<i>Yavneh College</i> ⁶	<i>Hertfordshire</i>	<i>134985</i>	VA	<i>Mixed</i>	-	-	<i>120</i> ⁷
Manchester	King David High School	Manchester	105583	VA	Mixed	891	834	115
Liverpool	King David High School	Liverpool	104703	VA	Mixed	620	606 ⁸	90

Notes

- ¹ Funding status: Ind = Independent, VA = Voluntary Aided.
- ² Year 7 through to Year 12. Source: DCSF unless noted otherwise.
- ³ Includes non-Jewish pupils, if any (noted specifically if significant in number). Source: DCSF unless noted otherwise.
- ⁴ Number of places available in Year 7. Source: local authority unless noted otherwise.
- ⁵ Projected to open in September 2010, admitting 180 each year.
- ⁶ Opened September 2006.
- ⁷ Will increase to 150 from September 2008.
- ⁸ Approximately three-quarters non-Jewish.

Annex 3

Strictly orthodox primary / secondary schools

Region	Name of School	LEA	Unique Ref No (DCSF)	Funding ¹	Age Group	Gender	Capacity 2005/06 ²	Enrollment 2005/06 ³
London	Avigdor Hirsch Torah Temimah Primary School	Brent	131916	VA	Primary	Boys	204	166
London	Beis Aharon School	Hackney	131170	Ind	Primary / Secondary	Boys	243	205
London	Beis Chinuch Lebonos Girls School	Hackney	102171	Ind	Primary / Secondary	Girls	421	383
London	Beis Hamedrash Elyon	Barnet	133526	Ind	Secondary	Boys	45	45 ⁴
London	Beis Malka Girls' School	Hackney	100295	Ind	Primary / Secondary	Girls	347	302
London	Beis Rochel d'Satmar Girls' School	Hackney	100293	Ind	Primary / Secondary	Girls	826	726
London	Beis Soroh Schneier	Barnet	131026	Ind	Primary	Girls	154	175
London	Beis Trana Girls' School	Hackney	131342	Ind	Primary / Secondary	Girls	143	125 ⁴
London	Beis Yaakov Primary School	Barnet	133365	VA	Primary	Girls	406	381
London	Beth Jacob Grammar School for Girls	Barnet	101388	Ind	Secondary	Girls	279	264
London	Bnois Jerusalem School	Hackney	100291	Ind	Primary / Secondary	Girls	443	380
London	Getters Talmud Torah	Hackney	132041	Ind	Primary / Secondary	Boys	125	150
London	London Jewish Girls' High School	Barnet	131403	Ind	Secondary	Girls	125	91 ⁴
London	Lubavitch Boys Primary School	Hackney	133617	Ind	Primary / Secondary	Boys	145	131
London	Lubavitch (Ruth Lunzer) Girls Primary School	Hackney	134639	VA	Primary	Girls	179	122
London	Lubavitch Girls Senior School	Hackney	133616	Ind	Secondary	Girls	120	107
London	Menorah Foundation School	Barnet	131359	VA	Primary	Mixed	194	207
London	Menorah Grammar School	Barnet	101387	Ind	Secondary	Boys	219	203
London	Menorah High School for Girls	Brent	133448	Ind	Secondary	Girls	97	126
London	Menorah Primary School	Barnet	101341	VA	Primary	Mixed	405	378
London	Nancy Reuben (OYH) School	Barnet	133533	Ind	Primary	Mixed	103	122
London	Pardes House Grammar School	Barnet	101385	Ind	Secondary	Boys	190	222
London	Pardes House Primary School	Barnet	133364	VA	Primary	Boys	357	207
London	Talmud Torah Bobov Primary School	Hackney	100298	Ind	Primary / Secondary	Boys	287	270
London	Talmud Torah Chaim Meirim School	Hackney	100296	Ind	Primary / Secondary	Boys	237	208 ⁴
London	Talmud Torah Machzikei Hadass School	Hackney	100294	Ind	Primary / Secondary	Boys	271	235 ⁴
London	Talmud Torah Tiferes Shlomoh	Barnet	131121	Ind	Primary	Boys	93	93
London	Talmud Torah Toldos Yaacov Yosef School	Hackney	100299	Ind	Primary / Secondary	Boys	199	161

Region	Name of School	LEA	Unique Ref No (DCSF)	Funding ¹	Age Group	Gender	Capacity 2005/06 ²	Enrolment 2005/06 ³
London	Talmud Torah Torat Emet	Barnet	134233	Ind	Primary	Boys	50	19 ⁵
London	Talmud Torah Yetev Lev D'Satmar	Hackney	100289	Ind	Primary / Secondary	Boys	567	480 ⁴
London	Tashbar of Edgware	Barnet	130826	Ind	Primary	Mixed	20	7
London	Torah Vodaas	Barnet	133553	Ind	Primary	Boys	89	106
London	Yesodey Hatorah School	Hackney	100287	Ind	Primary / Secondary	Mixed	680	509 ⁶
London	Yesodey Hatorah Senior Girls School	Hackney	133599	VA	Secondary	Girls	348	231
Manchester	Beis Rochel Girls' School	Manchester	130286	Ind	Primary / Secondary	Girls	214	201
Manchester	Beis Yaakov High School	Salford	134196	VA	Secondary	Girls	200	193
Manchester	Bnos Yisroel Schools	Salford	105996	Ind	Primary / Secondary	Girls	490	418
Manchester	Broughton Jewish Cassel Fox Primary School	Salford	105971	VA	Primary	Mixed	367	311
Manchester	Etz Chaim School	Manchester	131015	Ind	Secondary	Boys	79	98
Manchester	Jewish Senior Boys' School	Salford	105995	Ind	Secondary	Boys	37	37 ⁴
Manchester	Manchester Junior Girls' School	Salford	106003	Ind	Primary	Girls	196	172
Manchester	Manchester Mesivta School	Bury	134195	VA	Secondary	Boys	275	166
Manchester	Mechinoh School	Salford	105999	Ind	Secondary	Boys	73	64
Manchester	OYY Lubavitch Girls' School	Salford	106004	Ind	Primary / Secondary	Mixed	69	68
Manchester	Talmud Torah Chinuch Norim	Salford	105993	Ind	Primary / Secondary	Boys	218	185
Manchester	Talmud Torah Yetev Lev	Salford	131435	Ind	Primary / Secondary	Boys	150	123 ⁴
Manchester	Tashbar School	Salford	106002	Ind	Primary	Boys	331	285 ⁴
Manchester	Yeshivah Ohr Torah School	Salford	130287	Ind	Secondary	Boys	39	40
Manchester	Yesoiday Hatorah School	Bury	105346	VA	Primary	Mixed	590	455
Gateshead	Gateshead Jewish Boys Day School	Gateshead	108414	Ind	Secondary	Boys	130	105
Gateshead	Gateshead Jewish High School for Girls	Gateshead	108417	Ind	Secondary	Girls	160	144 ⁵
Gateshead	Gateshead Jewish Nursery School	Gateshead	108419	Ind	Primary	Mixed	206	79
Gateshead	Gateshead Jewish Primary School	Gateshead	108416	Ind	Primary	Mixed	394	427
Leeds	Leeds Menorah School	Leeds	108110	Ind	Primary / Secondary	Mixed	60	48 ⁵

Notes

¹ Funding status: Ind = Independent, VA = Voluntary Aided.

² Reception through to Year 12. Source: DCSF unless noted otherwise.

³ Source: DCSF unless noted otherwise.

⁴ DCSF data 2004/05.

⁵ Advised by the school.

⁶ DCSF data 2004/05, adjusted for removal of the senior girls' school.

Annex 4

Table 21 shows data relating to the funding status of the Jewish schools. 'Maintained' schools include voluntary aided schools in England, together with the one Jewish primary school in Scotland, which is part of the state school system. Standalone nurseries, for which this distinction does not apply, are shown as 'N/A'.

Table 21 - Number of schools by funding status and denomination

Funding Status	Number of Schools				Number of Places <i>(Enrolled Jewish Pupils in parentheses)</i>			
	Mainstream		Strictly	Total	Mainstream		Strictly	Total
	Orthodox	Pluralist	Orthodox		Orthodox	Pluralist	Orthodox	
Maintained	24	2	11	37	11,896 <i>(10,236)</i>	703 <i>(643)</i>	3,815 <i>(3,107)</i>	16,414 <i>(13,986)</i>
Not Maintained	8	1	45	54	1,311 <i>(1,116)</i>	152 <i>(154)</i>	10,553 <i>(9,500)</i>	12,016 <i>(10,770)</i>
N/A	27	12	4	43	1,374 <i>(1,192)</i>	378 <i>(321)</i>	274 <i>(237)</i>	2,026 <i>(1,750)</i>
Total	61	15	58	134	14,581 <i>(12,544)</i>	1,233 <i>(1,118)</i>	14,642 <i>(12,844)</i>	30,456 <i>(26,506)</i>

Source: CPRG records

The consultation period for this document closes on January 14 2008.

Please email your submission to:

consultation@jlc.gb.com

or send written submissions to:

Commission on Jewish Schools Consultation

Jewish Leadership Council

6 Bloomsbury Square

London

WC1A 2LP

© The Jewish Leadership Council 2007

All rights reserved. No part of this publication may be reprinted or reproduced or utilised in any form or by any means, now known or hereinafter invented, including photocopying and recording or in any information storage or retrieval system without the permission in writing of the publisher.