

Report on Inspections

conducted between September 1999 and June 2003

by

Helena Miller

Supported by



and the

LA Pincus Foundation

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Foreword

Dear Friends

It is with great pleasure that Pikuach presents this review of its second round inspections of Jewish day schools in England. The findings and insights show the progress our schools have made since our first report was published in 2000. At that time we highlighted areas that needed significant improvement and this report particularly examines how schools have built on the recommendations in their earlier inspections.

By inspecting Jewish Studies in day schools, Pikuach has sought to raise standards and this overview shows how well this objective has been reached. In so doing Pikuach has itself evolved, keeping aware and astride of changes in inspection regimes as suggested by developments in OFSTED. The challenge has been to ensure that our Framework has taken account of both these changes and the specific character of Jewish Studies teaching. It is something that we keep under continuous scrutiny so that we can ensure that new attitudes and techniques inform both the inspection and teaching of Jewish Studies.

In the Foreword to the first report we wrote 'The challenge of building a framework to evaluate Jewish life and learning in schools has been formidable.' In many ways maintaining the objectives in an expanding Jewish educational system has been an even greater challenge. In this world, Pikuach will continue to take account of the particular vision of individual schools so as to support the breadth and variety of Jewish education available to the community. At the same time Pikuach recognises that the same pedagogic and technical issues are present within all schools, and will work to help them develop in the most professional manner. Only in this way can we ensure that future generations have the strong Jewish understanding and knowledge needed to inform Jewish life.

Henry Grunwald, QC

President, Board of Deputies

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Introduction

1.1

Commitment to the continuation of Jewish life has led to an accelerated demand for Jewish schooling and full time Jewish schooling has emerged as key to the international communal strategy to ensure strong Jewish communities for the future. In the UK in 1991, there were 12,800 children aged 5 to 17 in Jewish day schools. By 2002, that number had risen to 21,197, demonstrating an approximate 40% increase from 1992 to 1999¹. This includes those enrolled in independent schools, as well as in schools in the haredi community which accounts for just under 50% of children in Jewish schools. There are 45 full time educational institutions² in the UK, excluding nurseries. In practice, Pikuach serves some 60% of the Jewish schools in Britain, most of which are in the voluntary aided sector:

1.2

The Pikuach inspection service came into being in 1996, in response to the statutory requirement that schools have their denominational religious education assessed. Pikuach has four main objectives which seek to support standards of Jewish Studies within Jewish day schools. These are:

- a To provide Jewish schools with a Framework for evaluating their Jewish education programmes.
- b To enable Jewish voluntary aided denominational schools to satisfy statutory requirements.
- c To help Jewish schools evaluate the spiritual development of their pupils.
- d To contribute to the development of quality Jewish education in the United Kingdom.

1.3

The Framework which guides Pikuach is a handbook of forty pages, documenting the Inspection Process and detailing the Reporting Guidelines for the information of both the inspectors and the schools. Pikuach, working in parallel to OFSTED, ensures that the standards of and progress in Jewish Studies can be monitored, assessed, supported and maintained. Since its inception, Pikuach has developed its Framework to reflect changes in OFSTED regulations as well as the needs of the schools. OFSTED has made changes to the inspection process several times within the last ten years and Pikuach has to wait for these changes before it can consider to what extent the inspection of Jewish Studies should reflect them. Inevitably, this has meant that Pikuach has not moved as far or as quickly as OFSTED in terms of revising its regulations

and practices. In addition, certain aspects of Pikuach are not directly transferable to an OFSTED Framework, due to the particular nature of Jewish education and the differences between the Jewish and secular aspects of schools.

1.4

To date, Pikuach has carried out more than 50 inspections of Jewish day schools across England and it should be stressed that these schools are inspected according to their own aims and goals. This has been necessary because, within the Jewish community, there is no absolute aim or expected standard of Jewish education. The Jewish day school system in England has grown organically with no central guidance or accountability. The variety of schools, from Progressive to Pluralist to United Synagogue to Haredi has created a system of institutions, and small groups of institutions, with curricula and expectations reflecting the individuality of each school's governing body. A further outcome of this inconsistency across the community is absence of an accepted system of assessment across the schools.

1.5

In 2000, the first Pikuach Report, *Inspecting Jewish Schools*, was published, reviewing the first years of Pikuach inspections³. It evaluated and made recommendations. Three years and 27 inspections later, this second report aims to reflect upon and evaluate the findings from the inspections of the past three years, as well as exploring the developments in schools since their previous Pikuach inspections. Several of the schools inspected since 2000 are new schools not previously eligible or available for inspection. They add a further dimension to the findings reported in this document. The schools inspected between 2000 and 2003 fall into the following categories:

Nursery:	1 school
Primary (voluntary aided):	21 schools
Primary (Independent):	2 schools
Special education:	2 schools
Secondary:	1 school
TOTAL	27 schools

1.6

12 of the above schools were inspected for the first time. Of those, four were schools which had only opened in 1998 or 1999; 15 of the above schools were being inspected by Pikuach for the second time since 1996.

1.7

The following report broadly follows the order of the 2001 update of the Pikuach Framework. The first paragraph of each of the sections in this report describes what Pikuach looks at under this heading when it inspects a school. The documentation throughout this paper has been gathered

from written evidence provided by the inspection reports, all of which are in the public domain. Where quotations form part of the text, these have been taken directly from inspection reports and are included without reference to any school.

1 Hart R, Schmol M, Cohen F (2001) *Jewish Education at the Crossroads*, Board of Deputies of British Jews

2 An "educational institution" may include two or more schools, i.e. separate infant and junior schools

3 Felsenstein D et al (2000), *Inspecting Jewish Schools 1996-1999*, Board of Deputies of British Jews.

2

Summary of Main Findings

2.1

The main findings highlight the major strengths and areas for improvement as documented in the 27 inspection reports. All comments refer exclusively to the Jewish education in the schools inspected and each topic summarised below is commented on in greater detail in its designated section within the body of this paper, together with minor issues which are not highlighted in this summary.

- a The teaching of Jewish Studies is good or better overall and teaching skills in Jewish Studies lessons have improved greatly since the last report of inspections.
- b Collective worship is generally good or very good.
- c Spiritual development is often a major strength of Jewish schools.
- d Evidence from almost every school shows that recommendations made in previous Pikuach inspection reports are being or have been addressed, and this has led to an improvement in the quality of provision.
- e Where there is good leadership from School Governors, Head Teachers and Heads of Jewish Studies, effective development of a school takes place.
- f In some cases, an excessive or poorly organised workload for either the governors or senior professionals leads to ineffective management. Management structures in general need addressing.
- g The professional development of teachers needs to be addressed through more systematic and relevant in-service training.
- h The teaching of Biblical Hebrew reading and writing skills is not consistently good.
- i Special Educational Needs in Jewish Studies requires much development in the majority of schools in order to provide a satisfactory or better level of provision.
- j Resources, including Information and Communication Technology, need further development.

3

Key Issues for Action

3.1

The key issues are areas targeted for improvement which form the basis of the school's action plan. This action plan should provide clear and practical guidelines for school governors and staff to act on in order to address the issues identified during the inspection. The key issues that have arisen from the overview of the inspections reported on here highlight the needs to:

- a Implement strong and effective management structures to support the development of the school.
- b Provide fully developed programmes of systematic and relevant in-service training to develop teachers' expertise in the classroom.
- c Raise the standard of Biblical Hebrew reading and writing skills by re-evaluating curricula, providing continuity and progression.
- d Develop the provision for Special Educational Needs to ensure that the needs of all the children are being addressed.
- e Improve the resources available to support Jewish Studies teaching.

4

Standards in Jewish Education

4.1

This section inspects the achievement and progress in Jewish Studies in relation to each school's expectations. There is wide diversity within and between schools in terms of pupils' religious adherence, practice and knowledge, and inspectors seek the clarification of the school to consider appropriate levels of achievement and progress. Pupils' attitudes, behaviour and response to Jewish Studies are inspected and this section of the report evaluates the contribution made by collective worship to the school's Jewish values and ethos.

4.2

The overall picture in 2000 was one of "considerable and varied achievement" in Jewish Studies. This is still the case, with almost every school achieving well or very well against the standards they set. In all schools undergoing a second Pikuach inspection, progress has been made towards raising standards in Jewish Studies. Where there are critical comments, these are focussed on the need to develop the standard of written work, and on the need to sustain and develop previous achievements as the children progress through the school. In 25% of the schools inspected, children achieved better in KS1 (key stage one) than in the lower years of KS2 (key stage two), although in two schools standards were higher in KS2 than lower down the schools. This reflects OFSTED's experience that the achievements in KS1 are not always built upon in years three and four, with slower progress being made when the children transfer to KS2.

4.3

Pikuach does not examine Hebrew as a modern language, but does examine Hebrew where it impacts on Jewish education. After all, Hebrew reading fluency and comprehension are the basis for a competent adult Jewish life. Pikuach's findings showed that standards in Biblical Hebrew are variable, ranging from "very good" to "unsatisfactory", with nine schools being rated satisfactory or better overall for Hebrew. Over half of the schools being inspected for the second time had improved their Hebrew standards since the previous Pikuach inspection: "pupils are achieving good standards in their written work and in their Hebrew reading". This was still, however, an area of some concern, with fifteen schools achieving less than satisfactorily in some or all aspects of Hebrew. One of the most frequently recorded comments was that Hebrew standards in reading, writing, and in spoken Hebrew⁴ were inconsistent and not sustained throughout the school, with higher standards achieved in KS1 than KS2. Only four schools were good or better overall in Hebrew standards. It was clear from the reports that where schools have a higher proportion of parents with strong levels of religious practice, there is a higher standard of Hebrew throughout the school.

4.4

Collective worship is generally good or very good, reflecting and enhancing the ethos of the school. It is often described as a "strength of the school", making a positive contribution to the school day. Where development was suggested in a first Pikuach inspection, there is evidence that this has been addressed in the subsequent Pikuach inspection. Consistency between policy and practice allows for continuity and progression in almost all schools with critical comments made in respect of collective worship only in three schools. All but one school complies with statutory requirements for collective worship.

⁴ Spoken Hebrew is only inspected where it links to Jewish Studies

5

Quality of Jewish Education

5.1

This section of the report evaluates the breadth, balance and relevance of the Jewish Studies curriculum in relation to the background and prior attainment of the pupils, and “in the light of the written aims and objectives of the school as determined by the governors” (Pikuach 2000). The quality of teaching and assessment are evaluated as is the extent to which the school creates opportunities for spiritual, moral, social and cultural development. This includes the impact on the quality of learning and achievement in Jewish Studies of the school's equal opportunities policy and the Special Educational Needs provision.

5.2

Whilst there were understandably variations from school to school, the quality of Jewish education was mostly good or very good, with five schools of satisfactory quality. Quality of Jewish education directly relates to quality of the teaching staff, in conjunction with the quality of the curriculum provided. Recommendations include the development of a “structured and developmental curriculum” as well as a broader based syllabus. Planning and assessment is better in Jewish Studies than in Hebrew, but needs development in one third of the schools inspected. Although this comment applies to some schools on their second inspections, the majority of schools being inspected for the second time had made considerable improvements in planning and assessment.

5.3

In the previous Pikuach report (2000) there was no mention of a need for cross-curricular or integrated initiatives in our schools. By 2003, due to a growing awareness in both the wider educational arena and in Jewish schools, this has become a focus for comment in all inspections. Schools interpret both the terms “cross curricular” and “integrated” in a variety of ways. Cross curricular can mean links between Jewish topics and secular topics, or can be used to indicate links between a Jewish school and its wider local community. Integration can mean a situation whereby the same class teacher is responsible for Jewish Studies and the secular curriculum with a group of children, or it can mean the blurring of subject boundaries. Sometimes cross-curricular and integration are used synonymously. These terms are used liberally, but not clearly defined, in the 27 inspection reports and the following remarks must be read in that context.

Observation shows that whilst approximately half the schools inspected exhibit “good cross curricular links”, half the schools show “limited cross curricular links”, suggesting room for improvement. Inspections show a greater awareness of the wider world than in the previous round of Pikuach inspections, where this aspect of school life was not mentioned at all. Schools now have links with local non-Jewish schools and charities, and invite speakers and groups into their schools. This ranges from “limited” to “good”. Four schools teach an integrated Jewish Studies and secular curriculum in KS1 and two schools teach in an integrated way throughout KS2 also. Where schools do integrate Jewish and secular studies, the quality of provision is good or better.

5.4

Opportunities for pupils' spiritual, moral, social and cultural development are generally very good and in some schools these are “a major strength”. In schools being inspected for a second time, spiritual development has been addressed and continues to progress since the first inspection, making a positive contribution to school life. In all the schools opened since 1998, spiritual development was highly praised.

5.5

The quality of provision for Special Educational Needs (SEN) is uneven. Whilst it is good or better in a minority of schools, SEN provision needs development in the majority of the schools inspected. Greater focus is needed on providing appropriate levels of work for each pupil. This emphasis on differentiation is necessary so that high, as well as low, achievers' needs can be addressed in Jewish Studies. The previous Pikuach report did not report on SEN provision at all, possibly because issues perceived as having greater urgency, such as initial teacher training, were priorities for schools. In addition, SEN in Jewish Studies development has not matched the development in the secular part of the curriculum. This is partly at least because there is no financial help for SEN in Jewish Studies, unlike the help and resources provided for the secular part of the curriculum by the school and local education authority. It is clear that there is much still to be done both in the provision of resources for SEN and for in-service development. The quality of SEN provision needs greater support. This has curricular, personnel and financial implications for the schools, if provision is to parallel and match the support provided for the secular curriculum.

5.6

There was evidence that almost every school has addressed, or is in the process of addressing,

recommendations made in previous Pikuach inspections and this has led to an improvement in the quality of provision.

6

Management and Efficiency of the Schools

6.1

The objective of this section of the report is to evaluate how efficiently the school employs the resources available for Jewish Studies. The effectiveness of management and the efficiency with which the staff and resources available to the school for Jewish Studies are managed are judged. The provision of staff, learning resources and accommodation, their effect on the educational standards achieved and on the quality of Jewish Studies provided are also inspected. In some schools, where the Jewish Studies department is quite separate from the secular studies department, the Jewish Studies department is judged on its own. In other schools, where an integrated staff team operate, or where there is cross-curricular contact, the management of the school as a whole is considered.

6.2

Effective leadership, from both the governing body and the senior management team, is crucial for the development of a school. Over one third of the schools have had a change of Head Teacher or Head of Jewish Studies since the last Pikuach Report and in all cases this is beginning to have a very positive impact. It is recognised, however, that reorganisation and refinement of structures, including more emphasis on staff team roles, is required in order to increase this impact and provide stability as well as growth. Where the professional leadership is well supported by the governors, a positive impact is seen in the school. It should be noted that staff turnover at all levels, and particularly at senior management level, in Jewish schools reflects the national situation.

6.3

In some cases, it was observed that an excessive workload leads to ineffective management and here responsibilities must be devolved. Management structures need addressing in half the schools inspected and issues often arise from the poorly organised structure of the Jewish Studies department. There was a direct correlation between the standards and quality of Jewish education and the management and efficiency of the school. In a school where standards and quality of provision are very good or better, management and efficiency reflect "the excellent leadership of the Head Teacher". The important role of the Head of Jewish Studies must be stressed and where there is effective or dynamic leadership, this is reflected in the high standards and quality of provision of Jewish education. Where the leadership of the school is absent or not strong, as was seen in 25% of the schools inspected, poor management results in a lowering of standards and quality.

6.4

In the 2000 Pikuach report it was stated that "in many schools development planning for Jewish Studies is at best embryonic". Of the 27 schools inspected since 1999, 50% reported good or improving planning and management, and an increasing number have identified priorities and written development plans. In schools which were being inspected for the second time, this could be seen as a direct result of the recommendations and action plan, which were the outcomes of the previous Pikuach inspection. Most of the new schools mirror requirements for teaching the National Curriculum in the organisation

and paperwork supporting the Jewish Studies aspects of the schools.

6.5

Over half the schools identified in-service provision as an area for development. In the previous Pikuach report, lack of initial and in-service training programmes and opportunities were identified as a main cause of low standards and poor quality of provision. That report recommended that this issue be addressed “through a communal programme of in-service training”. Since 1999, both the United Synagogue Agency for Jewish Education (AJE), and the Department of Education and Professional Development of the Leo Baeck College – Centre for Jewish Education (LBC-CJE), have put into place initial and in-service training opportunities. These have begun to address the issues of teacher recruitment, certification and development in Jewish schools. In addition, other institutions, for example the MST (Masoret) College for Women, have also put into place teacher training opportunities.

6.6

The improvement and development of in-service training in those schools undergoing their second Pikuach inspection is most marked in where there is strong

leadership. “Dynamic Jewish Studies leadership is a strength of the school and staff development has improved greatly since the last Pikuach inspection”. Where there are leadership and management issues, in-service training has not developed significantly.

6.7

Two thirds of the schools inspected had inadequate or poor resources. Where schools were well resourced, this was usually concentrated on books and materials: “an excellent range of literature has been introduced”. The growth of Information and Communications Technology (ICT) in the wider world has not been matched by progress in this area in Jewish Studies, neither in hardware nor software, and most schools require considerable additional resources. The encouraging quote above related to literature and is immediately followed in the same report by the comment “ICT resources are very limited”. Many Jewish Studies teachers are not competent or confident enough in ICT to use it in their classrooms, and timetabling constraints put ICT low on the list of priorities for Jewish Studies. Whilst some schools had improved the quality of their learning resources since their last Pikuach inspection this issue, which was identified in 2000 as one “which requires serious consideration”, is still unsatisfactory overall.

7

Discussion and Recommendations

7.1

It is clear from the inspections that have taken place since 2000, that Jewish schools are achieving well or very well against the standards they set themselves. In addition, in 2000, the Jewish ethos of the schools was seen to have a “considerable positive impact” on the spiritual, moral, social and cultural development of the pupils and this was emphasized again in 2003.

7.2

The areas highlighted in 2000 as being in need of development have not altered in 2003. These were, and still are, teacher and curriculum development, development of resources and a coherent plan for future development. In 2000, the need for closer co-operation between schools was mentioned. Whilst this is not reflected in the current set of Pikuach reports, efforts are being made by the United Synagogue Agency for Jewish Education, the Leo Baeck College – Centre for Jewish Education and the United Jewish Israel Appeal to create opportunities for this.

7.3

The teaching of Biblical Hebrew continues to be the most variable, in terms of teachers' skills, curriculum and resources. Where schools have a higher proportion of families with strong levels of religious practice, there is a higher level of success. Reports suggest that community resources should be deployed into the effective training of Hebrew teachers as well as in the production of high quality books and materials. The quality and range of school resources should reflect the central position that Hebrew should hold within the school curriculum, and should mirror the quality of resources available in the secular curriculum. Strategies should be put into place in schools for formative and summative assessment and evaluation of Hebrew skills, especially in Key Stages 2 and 3. All schools should emphasise on improving Hebrew teaching and learning, regardless of the current standards being reached, for it is only with a clearly developed and supported infrastructure that good and sustained progress will be made.

7.4

In the previous Pikuach report, Special Educational Needs was not highlighted as an area in need of development.

However, it has become clear, as a result of this round of inspections, that attention is required to the development of strategies and personnel to ensure effective provision for a range of needs.

7.5

In 2000, there was no mention of cross curricular or integrated initiatives in our schools. By 2003, this has become a focus for comment in all inspections, reflecting both the trend towards integration in some of our schools and the need to take heed of citizenship and other government initiatives for all our schools. These issues, together with government initiatives on admissions, will continue to be a key focal point as the movement towards broadening the curricula of, and access to, faith schools continues in government thinking. Jewish day schools need to address these issues internally and, together with the community's central agencies, develop strategies to cope with government demands.

7.6

Most importantly, with only one exception, those schools undergoing a second Pikuach between 2000 and 2003 have shown improvement and development in areas noted during their first inspection. The formulation of an Action Plan by the school at the end of the Pikuach process has been crucial to this development as it provides the schools with a clear plan for the future. Schools are assiduous about completing these plans and returning them to the Pikuach office. The developmental thinking and detailed planning shown by some of these action plans indicates not only that the inspection report has identified appropriate areas for action but also that the schools have a real desire to improve. The reports from 2000 to 2003 are overall very encouraging, showing much progress and success. We know that Pikuach only provides a “snapshot” of what is taking place in our schools and we are aware that there is often a gap on a day to day basis between intention, as stated in the school's written documents, and reality in terms of classroom practice.

7.7

In looking forward to the next few years, Pikuach recognises that it must undergo a period of evaluation and reflection in order to continue to develop its services to the Jewish

education community. Developments in OFSTED, legislation towards compulsory inspection of private schools and national initiatives related to faith schools and religious education are some of the external factors that will impact on the Pikuach process.

7.8

The Jewish education community must also look at itself and the role played by Pikuach. If Pikuach recommendations continually call for improved in-service training and curriculum development, then the Jewish community at large must encourage sufficient resources to be made available for serious development to take place in these

areas. Above all, Pikuach must regularly consult its clients to ensure that it remains a partnership with the schools it seeks to serve. The ultimate goal of Pikuach is to raise standards and quality of Jewish education in order that the graduates of our schools will develop into knowledgeable, confident young Jewish adults, proud of their heritage and enthusiastically ready to live full Jewish lives. Pikuach must develop in such a way as to best serve that aim. Whilst we know that there is still room for development in every school inspected, we can indicate the success of Pikuach to date as a process which is “focussed on the future”⁵ and which can continue to have a real impact on the development of Jewish day schools in Britain.

⁵ From Pikuach Report 2000

8

Appendix A

School Inspections

8.1

Unless otherwise indicated, schools are in the Greater London area

*denotes first inspection

1999 (report finalised Jan 2000)

Avigdor Hirsch Torah Temimah School

2000

*Broughton Cassel Fox Manchester

*Kerem

Brodetsky Leeds

Delamere Forest Cheshire

Michael Sobell Sinai

*Kerem House

2001

*Mathilda Marks Kennedy

Kisharon

*Hertsmere JPS Hertfordshire

*Clore Shalom Hertfordshire

*Moriah

Bury and Whitfield JPS Manchester

Rosh Pinah JPS

2002

King David High Liverpool

*Clore Tikva

North West London JDS

King David Infants Manchester

*King David Juniors Manchester

Ilford JPS

King David JPS Birmingham

Beis Yaakov JPS

2003

*Naima JPS

Independent JPS

King David JPS Liverpool

*Pardes House JPS

*Torah Temimah

9

Appendix B

Pikuach Inspectors

9.1

Registered Inspectors

Rev M Binstock	Senior Education Officer: Agency for Jewish Education (AJE)
Ronnie Cohen	OFSTED RI
Denis Felsenstein	Formerly – Senior Inspector of Schools: ILEA and Headteacher of Immanuel College
Dr G Goldstein	HMI
John Gordon	Former Chief Inspector of Schools: Barking and Dagenham
Enid Korn	OFSTED trainer and Team
Jeffrey Leader	OFSTED RI; Director of Education AJE
Dr Helena Miller	Director of Education and Professional Development, Leo-Baeck College-Centre for Jewish Education
Angela Wood	Educational Consultant, OFSTED RI
Rabbi Y Yodaiken	Head Teacher Yesoiday HaTorah School, Manchester

Team Inspectors

Sorrel Fisher	Education Officer AJE
Loretta Harstein	ITT tutor; formerly Deputy Head: Beis Yaakov Primary
Louise Heilbron	Special Education Needs Co-ordinator, Emmanuel School, Camden
Rabbi M Lebrecht	GCSE Examiner, Inspector/Adviser for AJE
Fayge Levenberg	Head of Jewish Studies Naima Jewish Preparatory School; OFSTED team
Rena Lichtenstein	BINOH
Rabbi M Roberg	Formerly Head Teacher Hasmonean High School
Rafi Salasnik	OFSTED lay inspector
Leonie Sher	OFSTED team; formerly Deputy Head: Independent Jewish Day School
Jean Shindler	Director of Educational Leadership, UJIA
Rabbi G Shisler	Rabbi, New West End Synagogue
Golda Smith	Forensic and Child Psychologist
Sandra Teacher	Education Officer Board of Deputies; OFSTED team

10

Glossary of Jewish and educational terms

Achievement	how nearly pupils reach standards set by the school
Adequate	no major educational strengths or weaknesses
Haredi	strictly orthodox
Excellent	nothing or very little to be bettered
Good	some indication of real teaching flair or of pupils responding to teaching better than expected
Governing bodies	those appointed, elected and co-opted to run the school
Key stages	<p>Foundation: ages 3-5, National curriculum Nursery and Reception</p> <p>1 ages 5-7 National Curriculum yrs 1 and 2</p> <p>2 ages 7-11 National Curriculum yrs 3 to 6</p> <p>3 ages 11-14 National Curriculum yrs 7 to 9</p> <p>4 ages 14-16 National Curriculum yrs 10 and 11</p> <p>5 ages 16-18 National Curriculum yrs 12 and 13</p>
OFSTED	Office For Standards in Education – National Schools Inspection Service
Pikuach	Literally "Supervision" (Hebrew) – Jewish Studies Inspection Service
Pluralist	schools catering fully for children with a range of Jewish background and affiliation
Poor	weaknesses having a considerable impact on children's learning
Progressive	schools affiliated to the Reform and Liberal Synagogue movements
Satisfactory/sound	no major educational weaknesses or strengths
Secular	aspects of school not pertaining to Jewish Studies
United Synagogue	organisation of London-based orthodox synagogues
Unsatisfactory	significant weaknesses affecting pupils' progress