



# Four Years On

## A Review of Inspections of Jewish Schools 2007-2011

By Dr Helena Miller



**Pikuach** פיקוח  
Inspecting Jewish Schools

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# MESSAGE FROM CHIEF RABBI LORD SACKS

When historians look back on British Jewry in the late twentieth and early twenty-first century they will wonder at the astonishing transformation of the community in one respect above all others: the unprecedented growth in Jewish Day School provision.

Jewish life has always depended, for its continuity, on education. Jews were the first people in the world to create a system of universal, compulsory education, supported by communal funds, as early as the first century of the Common Era. Schools and houses of study were almost always their highest priority.

Yet this message tended to bypass British Jewry for centuries. Somehow the imperative of social integration into British life seemed more urgent. This was sustainable for as long as Britain remained a traditional society whose values dovetailed with our own. But tradition and habit are insufficient in the long run to sustain an identity, and people within the community began to realise this in the 1990s.

Enormous thanks are due to many people and organisations for the unprecedented growth in Day Schools, not least four successive governments – those of John Major, Tony Blair, Gordon Brown and David Cameron – for their support, financial and educational, without which this chapter in Jewish history could not have been written.

Undoubtedly, though, the heroes of this story are the schools themselves, the teachers and governors, parents and pupils, who have consistently delivered educational excellence so marked as to make Jewish schooling a watchword for high achievement. This has been measurable by all the available yardsticks of secular success. What, though, have been the Jewish and Judaic benchmarks?

It was to monitor and record this dimension of our schools that Pikuach was established at the initiative of the Board of Deputies and its Education Officer Laurie Rosenberg together with the UJIA in 1996. It has proved vital, this past decade and a half, in the effort to measure the success of our schools in creating new generations of knowledgeable and committed Jews – the *raison d'être* of Jewish education.

It is a privilege to pay tribute to the fine work of Pikuach and its inspectors. Reading this Report is an uplifting experience, for the story it tells is of a set of schools dedicated to constant improvement in their Jewish studies and – no less important – their Jewish ethos. There is no doubt that our children are better educated Jewishly now than in the past. Pikuach bears witness to this, and has surely itself been one of the contributory factors.

As I visit our schools, which I do regularly, I am struck by the self-confidence their pupils have in their Jewish identity. I am particularly moved by the way our schools have striven to ensure that Jewish values shape the ethos of the schools, turning them into caring communities in which students have active concern for the welfare of others within and outside the school.

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The role of *chessed* activities, community service, active citizenship and social cohesion are deeply important. Judaism is more than a body of knowledge and religious skills; more than a set of practices and beliefs. It is about the kind of people we become, the sensitivity we display to others, the virtues that are engrained in our character, the “habits of the heart” that lead to *menschlichkeit* and *middat chassidut* – the passion and compassion that are the marks of Jewish sensibility.

All this is good news. Yet challenges remain. This report identifies some of them. Taken as a whole we still underperform in the teaching of Ivrit. Few of our schools produce pupils fluent in spoken Hebrew. This should not be the case. Jews are a global people, and the mark of a people is that they speak the same language. Fluency in conversational Ivrit should be a *sine qua non* of a Jewish education.

Another area of concern is the religious life of our schools, in particular tefillah and the spiritual dynamic of prayer. Evidently, Jewish assemblies leave many pupils uninspired and unmoved. That is not, surely, the fault of the schools. It is a byproduct of contemporary secular society, which seems to leave little space for the development of what used to be called the soul. We must, within our community and beyond, work together to change this.

A third challenge, met more effectively by some schools than others, is the concept of an integrated curriculum. We should be encouraging pupils to use the same skills of analysis and imagination in relation to classic Judaic texts as they do for English literature, or art, or science. An integrated curriculum helps produce integrated identities – Jews equally at home in the synagogue and the wider society.

These are good challenges, invitations to creativity, and I look forward to a Jewish Day School arena that is constantly growing in depth, scope and reach. In the meantime let us offer our thanks and appreciation to Pikuach for measuring their high achievement and encouraging them to yet greater heights.



**Chief Rabbi Lord Sacks**





**Rt Hon Michael Gove MP**  
Secretary of State

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*“The tradition of faith based education is a long-standing one and faith schools play an extremely important role in our education system. Not only do many of them provide excellent education for their pupils, but they also help to preserve the traditions of the many varied communities that make up the UK today. I know that many parents value the ethos and standards of behaviour in faith schools, even if they are of no faith or of a different religion from that of the school. As we build an education system that provides parents with a genuine choice of quality schools for their children, faith groups will continue to play a very valuable role.*

*It is extremely important that all schools are held to account for the education they provide to pupils and for the spiritual, moral and social development that they afford them. I am very grateful to Pikuach for its work to promote high standards amongst Jewish schools and to challenge those who may not have fulfilled their responsibilities as fully as they should have. I am also delighted that the organization has worked so successfully with both heads and teachers on the ground, and with Ofsted at the centre, to adapt to the changing educational landscape. I wholeheartedly welcome this report, which provides leaders in Jewish schools and Pikuach itself with many issues to consider as they strive to achieve even higher standards in Jewish education.”*

**Michael Gove**

Department for  
**Education**

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# MESSAGE FROM THE PRESIDENT OF THE BOARD OF DEPUTIES AND THE CHAIRMAN OF UJIA

The institution of Pikuach is a vital element in the expansion of the provision of Jewish education in the last two decades, itself the proudest achievement of the Jewish community. Since 1991 the Jewish schools' population has more than doubled and indeed, according to the Board of Deputies' figures in 2007 more than 60% of Jewish children are being educated in Jewish schools. This, however, would not mean much if we could not guarantee the quality of Jewish education. Pikuach, which was launched by the Board of Deputies in 1996, is the system of inspection, analogous to Ofsted, funded jointly by the Board of Deputies and UJIA, which seeks to ensure that appropriate standards of education are being maintained.

Whereas Ofsted, however, simply has to evaluate the education provided against a commonly agreed external standard – Pikuach must evaluate it against the school's own aspirations which will vary enormously with its religious complexion. Pikuach inspectors must therefore not only be expert in religious education but must also be sensitive to the different religious and ideological perspectives in the various strands of the community.

The present report by Dr Helena Miller, 'A Review of Jewish Inspections of Jewish Schools 2007-2011' is the fourth publication reporting on Pikuach and is the successor to 'Accountability Through Inspection, Monitoring and Evaluating Jewish Schools – September 2003 to April 2007'. The report provides a vital insight not only into the quality of education being provided but also into the state of Jewish schools as well as of Jewish demography.

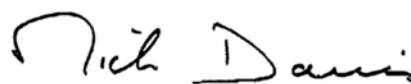
During the years in question apart from the enormous expansion in Jewish education there has also been a very drastic change in the Pikuach regime to match the changes which have been made to Ofsted with more frequent but shorter and sharper inspections. The Ofsted regime remains continually under review and Pikuach will have to respond to any changes which are introduced.

If there is an impression that Pikuach is not rigorous this certainly is a misconception. 37 schools were inspected in the period – 12 deemed to be outstanding, 17 good and 8 satisfactory. Whilst overall therefore the situation seems encouraging there is no ground for complacency.

In view of the high standards of professionalism shown by Pikuach inspectors, it is not surprising that it is being used right across the religious spectrum by all schools including those set up by the Progressive Movements, the mainstream Orthodox and the ultra-Orthodox. This, and the fact that Pikuach has been cited now in statute, is proof, if any were needed, of the professionalism of the Pikuach team and its importance in the provision of religious education to the community.



**Vivian Wineman**



**Mick Davis**





Photos supplied, with thanks,  
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# 1. INTRODUCTION

- 1.1. The rights of religious groups to establish their own schools have been enshrined in law in the UK since the mid-nineteenth century. In 1851, the government agreed to provide funding to Jewish schools providing they were prepared to be accountable and submit to government inspection (Wolffe 1994). Today, more than 60% of Jewish children are educated in Jewish schools (Jewish Leadership Council 2008). The majority of these children are educated within the State system, in voluntary aided schools which are fully accountable to the government for all aspects of their secular education provision. The government body charged with evaluating this provision is the Office for Standards in Education, commonly known as Ofsted.
- 1.2 The Commission on Jewish Schools published a report in 2008 (JLC 2008) which expressed concern as to the wisdom of continuing the increase in the provision of Jewish faith schools, particularly in the secondary sector. The unease of the commissioners was based on the fact that, within the preceding four years, one Jewish secondary school had expanded from an annual intake of 240 pupils to 300 pupils, the community had also opened another with an eventual intake of 180, and yet another was in the process of development. The community also opened one new primary school. This was all happening as the Jewish population in Britain was shrinking and demographic shifts meant that Jewish communities were on the move, away from North-East London and many provincial centres, and towards North-West London and north of London.
- 1.3 The landscape has continued to change since that 2008 report in three specific ways:
- **Provision:** In 2010, a further Jewish secondary school was opened in London, the first cross-communal Jewish secondary school, accepting a further 180 students per year. New legislation in relation to the opening of schools has enabled two new Jewish primary Free Schools to open in Autumn 2011, and the first of our schools opted for Academy status. One secondary school has opened a one-form entry primary department in 2011, and another is planning a two-form entry primary school for Autumn 2012.
  - **Up-take:** Despite the predictions of leaders in the Jewish community, the new secondary schools have filled their places, as have the new Free Schools. Legislation in 2009 changed the admissions criteria for entrants to Jewish schools, ensuring that it was no longer possible to use criteria based on *halacha* (Jewish law) as the determining factor for admittance into any of our schools. This has broadened school choice for parents.
  - **Demography:** Whilst the established and new schools in North-West and north of London are over-subscribed, schools in North-East London and in our regional centres outside London, with the exception of Manchester, are increasingly under-subscribed. The effect of this is that those schools have been obliged to fill their spaces with non-Jewish students.
- 1.4 There are currently ninety one full-time Jewish schools in the UK, serving approximately 30,000 children of compulsory school age (five – sixteen). Of these schools, twenty eight



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are mainstream primary, seven are mainstream secondary and one is a joint primary and secondary school. Within the strictly Orthodox/*Haredi* sector, of fifty four schools, eighteen are primary schools, sixteen are secondary schools and the remaining twenty provide education at both primary and secondary levels. Currently, forty one of all Jewish schools are in the voluntary aided sector (JLC, 2008). Pikuach currently serves the majority of the schools in the voluntary aided sector, as well as a small proportion of the independent schools.

- 1.5 The Pikuach inspection service came into being in 1996 on the initiative of Laurie Rosenberg, then Education Officer at the Board of Deputies, London. Pikuach was the response of the Anglo-Jewish community to the government requirement that schools have their denominational religious education provision inspected by teams of inspectors using a common framework for the inspection of standards drawn up by Ofsted (UK Education acts 1992, 1996). Currently Pikuach is jointly funded by the Board of Deputies of British Jews, and the United Jewish Israel Appeal (UJIA). A one-day a week co-ordinator and one-day a week administrator based at the Board of Deputies office run Pikuach together with a professional educator at the UJIA. An Advisory Board comprising professional staff from both UJIA and the Board of Deputies, as well as Pikuach inspectors, monitors and advises the on-going organisation of Pikuach. In 2011 Pikuach recruited representatives from the Association of Jewish Head Teachers to join the board. Their views provide an additional and very helpful perspective on the work of Pikuach. The advisory board is overseen by lay leaders from both the Board of Deputies and UJIA.
- 1.6 In State-aided denominational schools, including Jewish schools, the distinctiveness of religious education and the schools' contribution to a child's spiritual development are inspected under Section 48 of the Education Act 2005 (previously under Section 23 of the 1996 Act) and each school's governing body has the responsibility for selecting inspectors of its provision of denominational religious education and collective worship.
- 1.7 Since its inception, Pikuach has upheld its four main objectives which seek to support and develop standards of Jewish education within Jewish day schools. These are:
- To provide Jewish schools with a framework for evaluating their Jewish education programmes.
  - To enable Jewish voluntary-aided schools to satisfy statutory requirements.
  - To help Jewish schools evaluate the spiritual development of their pupils.
  - To contribute to the development of quality Jewish education in Britain.
- 1.8 Three previous reports on the inspection of Jewish schools (Felsenstein 2000, Miller 2003, Miller 2007) have reflected upon and evaluated the findings from the more than seventy inspections carried out between 1996, when Pikuach was created, and 2007. Overall it was found in 2007 that almost every school showed accuracy and perception in its self-evaluation of all areas of its' provision of Jewish education, and that schools achieved well against the standards they set themselves, and against which they were being inspected. The quality of provision of Jewish education is most often "good", never less than "satisfactory" and at

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times “outstanding”; Spiritual, Moral, Social and Cultural development, which included Collective Worship, Care, Guidance and Support, was often outstanding and never less than good. Whilst, however, much evidence of good practice was found, there were areas for development in every school that was inspected. Once again, three of the areas highlighted for action in the 2000 and 2003 report were the same as those areas highlighted in the 2007 report, namely the teaching of reading and writing Biblical Hebrew, assessment and marking in Jewish Studies and Special Educational Needs. One additional area for development was highlighted in the 2007 report: the use of Information and Communications Technology (ICT) in Jewish Studies.

- 1.9 During the past four years, many of these issues have been on the agenda of the Jewish Curriculum Partnership(JCP) which is now working in the majority of the mainstream primary and secondary schools to address the lack of central guidance in curriculum and teacher development. The Jewish Curriculum Project was set up in 2006 to provide “*exciting Jewish Education curricula suitable for all pupils throughout their school lives in centrist Orthodox Jewish day schools, together with high quality development for their teachers*” (Position paper, JCP, January 2009). The JCP has a list of twenty four primary and secondary schools participating in its Jewish Studies programme, and thirty seven schools in its *Ivrit* programme. It works by developing and sharing curriculum frameworks, teaching methods and resources. As will be seen in this review, the positive impact of the JCP is beginning to be felt, and increasingly reported on, in Pikuach inspections.
- 1.10 The period since the last Pikuach review (Miller 2007) has emphasized the role that school self-evaluation has played in inspection in recent years. By posing a comprehensive series of questions, (Ofsted 2006) the self-evaluation framework has enabled schools to both judge themselves and identify action for improvement. Self-evaluation has enabled the inspection process to provide an opportunity for schools to show the inspectors how well they know themselves. In the 2009 Ofsted modifications to its inspection framework, the self-evaluation form remained and in 2011 self-evaluation is still the primary starting point for inspection. In the revised framework that will come into force in January 2012, schools will not be required to complete a prescribed self-evaluation form, although they will still be expected to self-evaluate their provision.
- 1.11 In 2009, a further change within Ofsted which Pikuach also adopted, was on placing greater emphasis on listening to the views of pupils. Ofsted recommended taking heed of the “pupil voice” through questionnaire and interview, and Pikuach adapted the Ofsted interview questions to make them relevant to the Jewish Studies lessons and a pupil’s Jewish education experience in the school.
- 1.12 The implications of the 2009 changes for Pikuach however, went beyond developing a new framework – in itself a major piece of work involving Pikuach inspectors as well as Head Teachers and heads of Jewish Studies. Pikuach inspectors, however experienced they were in conducting inspections within the old framework, had to be retrained to understand the new self-evaluation framework, and Head Teachers and Heads of Jewish Studies needed, and continue to need, training and support in order to be able to approach inspection in ways that truly reflect the day-to-day running of their institutions and the quality of the Jewish education they provide.

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## 2. CONDUCTING AN INSPECTION

- 2.1 Since the inception of Pikuach in 1996, all our schools have been inspected according to their own aims and goals. This has always been necessary within the Jewish community as there is no absolute aim or expected standard of Jewish education. As described in a previous Pikuach report “the Jewish day school system in England has grown organically, with no central guidance or accountability” (Pikuach 2003, p.4). 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 aims and curricula that reflect the individualism of each school's governing body and stakeholders.
- 2.2 Of the thirty seven schools that have been inspected by Pikuach since April 2007, twenty five inspections took place prior to the 2009 Ofsted changes and 12 after changes were made to the framework.

The schools inspected between April 2007 and July 2011 fell into the following categories:

Primary	twenty seven schools, of which two were inspected twice during that period, and one was inspected for the first time.
Secondary	nine schools, of which one was inspected twice during that period, and one was inspected for the first time.
Special education	one school

The first-time inspections included one school which had moved the previous year from the independent to the State-funded sector, and one school which had opened the previous year.

The Special school, which was the last school to be inspected within the period covered by this report, has since closed down and is not reviewed or commented upon in these pages.

- 2.3 During the previous reporting period 2003-2007, twenty five schools were inspected, as compared to thirty seven schools in the period 2007-11. Between 2003 and 2007, nine schools outside the Greater London area were inspected; since then once again, nine non-London area schools have been inspected. Whilst the number remains the same, the percentage of non-London inspections has dropped.
- 2.4 The schools were inspected year by school year as follows:
- April – July 2007: five schools (in a school year of seventeen inspections, the rest of which were covered by the 2003-2007 Pikuach Review))
- September 2007 – July 2008: ten schools
- September 2008 – July 2009: ten schools

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September 2009 – July 2010: six schools

September 2010 – July 2011: six schools

A clear picture can be seen – although seventeen inspections took place in 2006, fewer inspections have taken place in the following school years, and they have declined sharply in the past two years, a phenomenon explained below. 2006-7 was a particularly prolific year for inspections, preceded by only 8 inspections in the year before (2005-6). In most cases, inspections during the period 2007-11 took place approximately three years after the previous inspection. In a minority of cases, the time difference was four or even five years and in a very small number of cases it was two years.

Coupled with a less frequent inspection regime being trialled by Ofsted in 2011, it would seem that the trend is towards a decrease of inspections each year. In fact, in 2010 and 2011, some Jewish schools which had received previous “outstanding” grades from Ofsted were sent letters assuring them that they would not be inspected in the coming twelve-month period. This has implications for Pikuach, both in terms of the numbers of inspectors needed and in the challenge to monitor the quality of Jewish education in our schools adequately.

2.5 This review broadly follows the order of an inspection report as it is normally written after a school inspection based on a self-evaluation framework. The period that this report covers, however, overlaps the time span encompassing two differing inspection frameworks. This section, therefore, precedes the findings of inspections in order to enable the reader to understand how the changes to the Ofsted framework brought into force in 2009 affected subsequent Pikuach inspections.

2.6 The main features of the 2006 Ofsted and Pikuach reviews have been:

- Shorter, sharper inspections taking no more than two days in school, taking self-evaluation evidence as the starting point.
- Shorter notice of inspections to avoid schools carrying out unnecessary pre-inspection preparation and reducing the levels of stress often associated with inspection. The intention has been that shorter notice should help inspectors see schools as they really are.
- An intention to conduct more frequent inspections with the maximum period between inspections to be reduced from six to three years, although more frequently in schools causing concern.
- A common set of characteristics for inspections across all phases of education.
- Emphasis to be placed on the school’s own self-evaluation evidence as the starting point for the inspection.

2.7 The Ofsted common inspection schedule seeks to answer the following questions:



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1. How effective is the provision of education, training and care in meeting the needs of learners and why?
  2. What steps need to be taken to improve provision further?
  3. How well do learners achieve?
  4. How effective are teaching, training and learning?
  5. How well do programmes and activities meet the needs and interests of learners?
  6. How well are learners guided and supported?
  7. How effective are leadership and management in raising achievement and supporting all learners?

2.8 In 2009 changes to the Pikuach inspection framework included an increased focus on school governance, capacity to improve, progress of different groups of pupils and community cohesion, as well as an expectation of greater pupil and parent voice in schools. The frequency of inspections was proportionate to the Ofsted category and this suggested that good and outstanding schools would have less frequent inspections, and not more, as the 2006 framework seemed to suggest. Safeguarding arrangements and community cohesion were each 'limiting judgements', meaning that the judgement of a school's overall standards was limited by the judgement of those components. In plain language, this means that if a school received a Grade 2 or less for its community cohesion or safeguarding categories, it would be ineligible for a Grade 1 – “outstanding” – overall. If it received a grade 2 for other aspects of the inspection, it would not necessarily be prevented from receiving a grade 1 overall.

2.9 Inspection reports broadly follow inspection categories. The common grading scale for all categories, which has remained consistent in the last four years, is as follows:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Unsatisfactory

2.10 With each change to Ofsted's scale of grades, the Pikuach framework has adapted to parallel the new Ofsted framework with its strong emphasis on the school's self-evaluation as a basis for inspection. Inspectors take full account of the school's analysis of its own performance; this features clearly in every aspect of an inspection, from discussions with senior staff, classroom observation and scrutiny of work.

2.11 Prior to each inspection, inspectors gain an understanding of the school through close reading of the school's self-evaluation form, good communication with the head teacher

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and clear identification of issues for inspection.

2.12 During the inspection, the time is mainly used for gathering first hand evidence leading to conclusions about the effectiveness of the Jewish Education in the school; its main strengths and issues for development. The self-evaluation form is continually used as a reference point. In the past four years, increasingly, heads of Jewish studies have been encouraged to become part of the Pikuach process by taking part in inspectors' meetings and by participating in at least some of the classroom observations jointly with Pikuach inspectors. This mirrors changes to Ofsted.

2.13 The key outcomes of an inspection are normally explained to the senior managers and key governor(s) towards the end of the second day of inspection and recorded within the Pikuach report which is written by the inspectors, reviewed by the school and then published by the Board of Deputies. There is a clear procedure followed to ensure that the delivery of the final report takes place efficiently and without undue delay.



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### 3. OVERALL EFFECTIVENESS OF THE SCHOOL'S PROVISION FOR JEWISH EDUCATION

3.1 This section looks at the summary grade for each school, which is calculated according to the grades awarded for each separate section. The Ofsted grade for overall effectiveness is important to a school, as parental choice is influenced by this grade; furthermore, this grade determines the future frequency of inspections for the school. Similarly, with regards to Jewish education, the Pikuach overall grade is also a key indicator of quality for parents and also has implications regarding the frequency of future inspections. In both cases, good and outstanding schools will now be subject to less frequent inspections.

All references below refer only to the Jewish education provision in the schools inspected and each area below is commented on in greater detail in the relevant sections which follow.

3.2 There is a common misconception that **overall effectiveness** in all Jewish schools is graded as outstanding, and that Pikuach does not rigorously critique Jewish education. In fact, of the thirty seven schools inspected from 2007 to 2011, only twelve were deemed “outstanding” by Pikuach, seventeen received a “good” grade and eight were deemed “satisfactory” overall. No schools were graded “unsatisfactory”.

3.3 Of the thirty seven schools inspected, twenty received the same grade for overall effectiveness from Pikuach as from Ofsted. Almost half did not receive the same grade from Ofsted and Pikuach. Of the seventeen schools where the overall effectiveness grade differed, in ten schools the Pikuach grade was one grade higher than Ofsted's grade. In seven of the schools, the Pikuach grade was one grade lower than the Ofsted grade. In schools where the grades differed, issues to do with leadership, assessment and quality of teaching were the most commonly stated aspects that caused changes to the overall effectiveness grade.

3.4 The change to the inspection framework in 2009 affected the number of schools graded outstanding, with only two schools given that highest grade since September 2009. The revised framework, with its restriction on the “outstanding” grade only being given to schools whose grades for safeguarding and community cohesion were “outstanding” – regardless of how any other elements of the school were awarded the highest grade – limited the award of “outstanding” overall.

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## 4. CATEGORIES INSPECTED

- **Leadership and management** was graded outstanding in sixteen schools and good in a further sixteen schools. The remaining five schools were judged satisfactory. There is a link between the quality of leadership and management and the quality of teaching and learning in the school, and the grade for quality of leadership is never lower than the grade for teaching and learning.
- Of the twenty five schools inspected between 2007 and July 2009, where **teaching and learning** received a separate grade, only two schools received “outstanding”. The majority were judged “good”, with only five judged “satisfactory”. From September 2009, when teaching was inspected under the heading **effectiveness of provision**, this category was evenly spread with four of the total of twelve schools each receiving an “outstanding”, “good” or “satisfactory” grade. In every school except one, the outcomes (corresponding to the learning category pre-2009) exactly matched the effectiveness of provision.
- **Quality and effectiveness of provision** was unsurprisingly related to grades for “outcomes” of Jewish education and where quality was good or better, outcomes were good or better.
- Until September 2009, achievements and standards received a separate grade and of the twenty five schools reviewed up to that period, ten each received an “outstanding” or “good” grade.
- Jewish schools do extremely well in relation to **care, guidance and support**, coupled with **personal development and well being**. Only one school of the total of thirty seven received a “satisfactory” grade, with the majority of schools receiving an “outstanding” grade.
- The strength of the **Jewish ethos** of the schools was repeatedly highly praised in the inspection reports. This was exemplified by pastoral care and extra-curricular activity but was not always matched by the quality and effectiveness of the curriculum and classroom experience.
- Twelve schools were graded on their **Foundation Stage**, of which eight received “outstanding”, two were “good” and two were “satisfactory”.
- Seven inspections graded **sixth forms**, four of which received an “outstanding” judgement, one was “good” and two were satisfactory.
- From September 2009, schools were graded on their **capacity for sustained improvement**. This category includes the previous imperative to list what the school needs to do to improve further and judges the extent to which the school’s structures and processes are able to make those improvements. Only four of the twelve schools were judged to have “outstanding” capacity to improve, five had “good” capacity,



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and three had “satisfactory” capacity. This category is clearly linked to leadership and management, since capacity to improve never receives a higher grade than leadership and management. One third of the twelve schools, however, have one grade lower awarded for capacity than for leadership.

- **Issues for improvement** most often included marking and assessment, Hebrew reading, and differentiation (activities prepared at varying levels for varying abilities within a mixed ability classroom). Other issues mentioned more than once included leadership and succession, the use of technology in the classroom, and subject knowledge (in schools where integrated Jewish studies takes place).
- During the period covered by this review, all schools embedded **self-evaluation frameworks** into their practice. Almost all schools inspected were able to describe, illustrate and evaluate their Jewish education provision accurately. Support from Pikuach and the SKIP (School *Kodesh* Partners) Programme was given to many schools to enable them to self-evaluate in the way Pikuach and Ofsted require.
- Of the three schools which were inspected in 2007 or 2008 and then re-inspected in 2010 or 2011, there was no pattern of grading – one school improved a grade, one went down a grade and one remained the same.
- In general, no clear pattern for the re-inspection of schools could be discerned in the Ofsted schedule of inspections. In other words, it has not been possible to predict which schools were likely to be inspected at any particular time. This has had implications for planning for Pikuach inspections in this period.



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## 5. LEADERSHIP AND MANAGEMENT

- 5.1 The proportion of schools which received an outstanding grade for Leadership and Management was higher in the second half of the period covered by this report, almost double in fact, than in the preceding half. It is clear that where there is good or better leadership and management, this drives forward the provision for Jewish education and underpins the ethos of the school. Repeatedly, the outstanding commitment and dedication of the senior team is commented on by inspectors as “impressive”, “outstanding” and “superbly led”. The drive to improve is most successful when it is shared by all those involved in the decision-making process, including all staff, governors and the families in the school. Governors, in particular, received several mentions throughout the reports, and they are generally thought to be “very effective”, *Kodesh* governors playing “a positive role to monitor and drive forward standards”. It is clear, however, that the Head teacher is the main driving force. In several of the reports, the school’s SKIP consultant is mentioned, as well as support given by the governors and LEAs to drive the school forward by raising standards.
- 5.2 Where schools only received a satisfactory grade, it is because there is either “no identified knowledgeable person” to lead the school or where there is a new head of school, or head of Jewish Education. In the latter case, there is often a good or better capacity for improvement, and the lower grade represents the historical and current situation, not the potential for the future.
- 5.3 Professional development, which was raised as an issue in the preceding Review (Miller 2007), features less strongly in this collection of reports. There is mention in more than half the reports of systems of monitoring teachers through performance-related observation and target-setting, of school based in-service training and of training undertaken through the Jewish Curriculum Partnership. In a minority of reports, improvement in professional development opportunities and support as compared with provision at the time of the previous Pikuach inspection is described as “highly effective”. This should not, however, be a cause for complacency. Whilst it appears to be an improving picture, there are schools where performance is not systematically monitored and where there are not sufficient staff in the Jewish Studies department who are experienced enough to provide adequate support to their colleagues. One report comments on “a high staff mobility rate, which is a barrier to raising performance”. Schools whose performance monitoring strategies in Jewish education mirror the secular system in the school are most successful, as for example a school where “whole school initiatives such as training for aspiring middle leaders and the development of thinking skills have strongly involved Jewish Studies staff”. Several instances were reported where the Jewish Studies staff team “works closely with the teachers of secular subjects”. This is seen as an increasing strength within a school.
- 5.4 Action points:
- Proactively search for, develop and nurture excellent school leadership
  - Continue to develop strong and appropriate links between the secular and *Kodesh* departments

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## 6. QUALITY OF PROVISION

- 6.1 Teaching and Learning and Effectiveness of Provision are included within this section, as well as Care, Guidance and Support. Of thirty seven schools, only six received an “outstanding” grade for these central and highly important aspect of Jewish education. In most reports, the majority of lessons seen were “good”, sometimes outstanding and rarely less than satisfactory. Where lessons were judged “good”, children were engaged and participated fully in the lessons. Satisfactory lessons were “entirely teacher led, with no independent work” and “were not challenging”. The over-use of worksheets, which had been a strong feature of the 2003 Review, was mentioned in only three reports from 2007-11. In one report only, the inspector reported that since the previous inspection “there is very little evidence that much has changed”.
- 6.2 The Jewish Curriculum Partnership (JCP) was developed to address the quality of Jewish Studies being provided in mainstream orthodox schools and in *Ivrit* provided across a wider spectrum of schools. In addition, during this period, the pluralist primary schools were using a common curriculum in Jewish studies developed in one of their schools.
- 6.3 Of the schools inspected in the past four years, 28 of them work with the JCP, ten of those only with the *Ivrit* curriculum, and two only with aspects of the Jewish Studies curriculum (*Chumash* and History). At present, in terms of Pikuach grades, there is no apparent correlation between quality of provision and participation in the JCP. Even when looking at the grades for the schools who have been involved with the JCP for the longest periods, there is no evidence that JCP schools receive the highest grades when inspected. It may be that the programme is not yet fully established, and that a longer period is needed in order to impact on the quality of provision overall in the schools. In a significant minority of the reports, the relationship to the JCP is mentioned “the school uses the JCP’s excellent *Chumash* curriculum”, “the school is an active partner in the Jewish Curriculum Partnership”. The quality and range of the JCP curriculum materials was mentioned favourably in several reports. The provision for professional development in both Jewish Studies and *Ivrit* has also improved considerably since the inception of the JCP, and it is to be hoped that, in time, this in turn will impact on quality of provision.
- 6.4 Schools where *Ivrit* is mentioned as an issue for improvement are involved in the JCP initiative. There is some optimism for the view that becoming involved in the JCP *Ivrit* programme is a way for schools to recognise and addressing this need for improvement. The JCP *Ivrit* programme, which works with both primary and secondary schools is only two years old and it is too soon for the results to have had an effect on judgements in Pikuach reports. The *Aleph Champ* Hebrew reading scheme is mentioned in several reports and is credited with raising standards in *Ivrit* in primary schools. In more than one school, the “vital role” that the *Ivrit* co-ordinator has played in improving *Ivrit* and Hebrew reading is noted.

In the three pluralist schools, as well as in some of the mainstream Orthodox schools, an integrated approach is taken to Jewish Studies, linking *Kodesh* to secular studies as

- 
- appropriate. Where integration is carefully planned, it can link very successfully with the National Curriculum, as in the case of the Year Six where there is “carefully planned in-depth study of literature”. In other schools there was “too much variability of quality” due to the “insufficient depth of subject knowledge” of the teacher.
- 6.5 Marking and assessment have improved since the 2007 Review although they are once again mentioned only in a minority of reports which note that “the school needs to improve the quality of its marking of work”. More often, though, in the period 2007-11, remarks are made to show how assessment to improve learning and the monitoring of work more closely follow systems used in the secular curriculum. “Pupils are aware of their targets...the progress of individuals is carefully tracked and regularly reviewed”, and “assessment has been brought in line with the Government’s requirements for SATs”.
- 6.6 In the 2007 review, the poor use or absence of the use of ICT in schools was noted. This was mentioned in a minority of reports in 2011, but significantly it is less frequently reported on than four years ago. This could be because ICT is now more embedded in the secular activities of the schools and therefore permeates into the Jewish Studies classroom, or that the generation of new teachers coming into our *Kodesh* classrooms is increasingly proficient in the use of ICT. In 2007, the poor use of interactive white boards was noted. This did not feature in the 2011 reports. The good use of whiteboards was highlighted in some reports and the “good use of ICT” mentioned in a significant minority of reports. In these reports, the use of technology is remarked upon most often as a way of enhancing the curriculum through commercial and teacher-developed resources, as well as the use of the internet. The minority of Jewish schools where technology is under-used is not confined to one particular sector or age band. Experience shows that the most successful use of technology occurs when one or more teacher is proficient and imaginative in exploiting its potential in the Jewish studies classroom.
- 6.7 Once again, Care, Guidance and Support almost without exception receive outstanding grading. Staff “know pupils extremely well”. Students confirmed to inspectors that they feel “happy, safe and secure”. Visitors are aware “of the Jewish spiritual values and supportive warm atmosphere as they walk around the school”. Every report reviewed is liberally endowed with glowing praise for the Jewish ethos of the school and the pastoral support that the school provides.
- 6.8 Support staff from external agencies, both Jewish and non-Jewish, work with staff and students in the schools as appropriate and their impact is described in Pikuach reports. Safeguarding procedures are in place in all schools inspected and government legislation, procedures and advice are followed assiduously in relation to health and safety, child protection and anti-bullying.
- 6.9 Security, which was rarely mentioned in 2003 and 2007, is mentioned frequently in the period 2007-11. This sadly reflects the need for vigilance for all schools, Jewish and non-Jewish. The level of security provided is commented upon very positively in all cases.



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6.10 Action points:

- Support teachers to enable them to move from satisfactory and good lessons to a majority of outstanding lessons
- Continue to work towards improvement in the following areas: assessment and marking, ICT, Hebrew reading
- Recognise that some schools which integrate secular and *Kodesh* need to achieve a high level of quality of integration



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## 7. ACHIEVEMENT AND OUTCOMES

- 7.1 In the past four years, achievement and outcomes in schools have been most easily inspected by tracking data related to examinations, key stage testing and target setting, as well as by reviewing the school's self-evaluation form.
- 7.2 During these years, it was seen that grades for achievements and outcomes are closely correlated but are not entirely consistent with the quality of provision. Only 20% of the schools reviewed from 2007 were judged satisfactory in terms of achievement and standards whereas 35% were judged outstanding. Outcomes "are excellent due to the outstanding quality of teaching".
- 7.3 Progress in achievement is most often seen when "pupils were challenged to think things through for themselves" and most often hampered when "teachers did not give pupils sufficient challenge".
- 7.4 Achievement and progress for students with special educational needs (SEN) continues to challenge a minority of schools. The needs of those students are most effectively addressed in schools where the SEN co-ordinator (SENCO) works in both the secular and Jewish Studies departments or where, in some schools, there is a designated SENCO for Jewish Studies. In those schools, comments are made which show that "students are well supported by targets". In a minority of schools, children whose special needs are met within the secular department feel unsupported in their Jewish studies lessons.
- 7.5 Part of the challenge is to provide lessons which meet the needs of all pupils in the Jewish Studies classroom. A common thread running through the inspection reports is the insufficient regard paid to differentiation. This refers to provision for those at the high ability end as well as those at the lower end. Conversely, reports on some of the secondary schools mentioned comments by students and parents that there was undue pressure placed on examination grades at the expense of the learning experience.
- 7.6 Action points:
- Continue to improve provision for students with special educational needs
  - Appropriately challenge pupils by providing suitably differentiated lesson content

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## 8. PERSONAL DEVELOPMENT AND WELL-BEING

- 8.1 In previous reviews (Pikuach 2003 and 2007) Collective Worship and Spiritual Development were reported on very positively. In 2007-11, there has been more of a mixed response. The majority of the reports describe pupils' social, moral, spiritual and cultural development as "outstanding", but this is not necessarily happening as a result of collective worship. A significant minority of reports comment that "there is little evidence" that spiritual development is taking place through *tefillah*, and note the "restlessness and boredom" that students exhibit during collective worship. Comments in the reports showed that Secondary schools are less able to hold the students interest than primary schools. On the other hand, where some schools, including some secondary schools, engage the students fully in *tefillah*, they exhibit "very positive attitudes"; where it becomes "an integral part of school life", "the response of pupils to them is excellent".
- 8.2 Community Cohesion and engagement with the wider world is commented upon within every inspection report. In the 2007 Review, this was a new area and we reported that the "majority" of schools were doing some work in this area. Four years later, community cohesion has become a significant feature of almost every school, particularly amongst those inspected since 2009, and the work reported upon is extremely varied, from "school partnership projects in Israel and Africa" to "raising *tzedakah* for non-Jewish and Jewish causes", to "active citizenship through social action projects", to "learning about their own and others' similarities and differences". In some schools the students "are aware of, and are taught about other faiths" and in others "innovative links with the local primary school have promoted a great respect for each other's religions and cultures". During the period 2007-11, the government emphasized the importance of the community cohesion agenda in schools and since 2009, community cohesion has been a "limiting" judgement – in other words, without an outstanding grade for community cohesion, schools cannot be awarded "outstanding" overall.
- 8.3 Of the 37 schools inspected, 4 schools now have mixed populations and have integrated non-Jewish students. In the 2007 report, this issue, which applied to two of the schools inspected between 2003-7, was not mentioned. The reports from these inspections do identify these issues in passing and one mentions the challenge that the school faces in "maintaining the Jewish ethos within a context of declining numbers of Jewish pupils". The reports do not dwell on the challenges that this poses, whether to the on-going curriculum or to the future viability of the school. In two of the four schools, the mixed population is seen as a strength: "a significant strength of the school is the ability to include children and families of different cultures within a strong Jewish ethos". In reports of all four schools, the "tangible" and "strong" Jewish ethos is recorded.
- 8.4 Extra-curricular contribution to the Jewish education of schools was reported in brief in both 2003 and 2007. In the past four years, there has been increasing emphasis on the important part that informal education can play in the development of students' Jewish identity. Both in primary and secondary schools, extra-curricular activities enhance Jewish education in the school, contributing to its' strong Jewish ethos. Comments in secondary

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school reports recognise the importance of the role of the informal Jewish education staff in providing a “vibrant” programme with a “rich choice”. Activities include volunteer awards, partnership with external organisations, for example Tzedek and JCore, and trips to Israel, Prague, the Ukraine and Poland. In primary schools, informal education is more often focussed on celebration of *chagim* and Israel and Jewish enhancement through school clubs and *Shabbatonim*.

8.5 Action points:

- Consider how most effectively to engage a wider range of pupils in *tefillah*.
- Monitor and address issues in schools with mixed Jewish and non-Jewish populations





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## 9. FOUNDATION STAGE AND SIXTH FORM

- 9.1 Both “ends” of the school experience are given separate inspection grades. All our primary schools have Foundation Stage cohorts, even where they do not have a nursery.
- 9.2 In schools where a Foundation Stage was reported upon, the majority of the judgements were “outstanding”. It was not always possible to sustain this good start throughout the rest of the school, which more often received a “good” grade for Key Stage 2. “The outstanding practice in the teaching of Hebrew reading and *Ivrit* now needs to be extended through the school so that there is full continuity”.
- 9.3 All except one of the nine secondary schools reviewed have Sixth Forms, four of which were judged to be “outstanding”. Standards and achievement are almost always high, although one report describes the “relentless drive” to achieve the results they strive towards. The wide range of teaching strategies and the skill of the teaching staff are praised. It is recognised that these both lead to engaging and appropriate lessons which lead to high achievement in the public examinations. The Sixth Forms in the mainstream sector run Jewish Studies lessons in addition to formal examination-oriented courses and in general these are popular, although they fail to engage some students who then become disruptive in these lessons. A strength of the Sixth Forms is the extra- curricular provision of opportunities for informal Jewish study, engagement with the Jewish and wider communities, Jewish trips and residential visits, as well as opportunities to mentor and support younger students.
- 9.4 Action points:
- Recognise that work needs to take place in some schools to ensure that excellence in the Foundation Stage follows through and is maintained in the rest of the school.

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## 10. DISCUSSION AND REFLECTION

### 10.1 Monitoring Improvement since 2007:

In the period since 2007, much of the new and emerging educational terminology has become a natural part of the professional vocabulary in regular use in Jewish schools. Self-evaluation, targeted assessment, performance management, community cohesion – these, and many others, are all terms with which almost all of our schools are familiar. Special educational needs and ICT are both aspects of Jewish studies in which many schools have made good progress. Very few of our schools have made little or no improvement since their previous Pikuach inspection. Areas for improvement in 2007 have been or are in the process of being addressed.

On the other hand, disappointingly, some of the same issues recur – Hebrew reading and *lvrit*, assessment and marking still need addressing by many schools.

The efforts of the JCP in particular, which are mentioned throughout many of the inspection reports since 2007, are clearly beginning to impact on many of our schools. The professional development opportunities provided by the JCP have been welcomed and, interestingly, the reduction of professional development opportunities offered by education agencies until 2007-8, has not been remarked upon at all in the 2007-11 reports.

### 10.2 The Government Agenda:

This review reflects the modifications to its inspection framework and procedures made by Pikuach in response to changes made by Ofsted in 2009. Within the coming year 2011-12, further changes by Ofsted will impact on Pikuach, in terms of the content, process and timings of inspections. *The Importance of Teaching: Schools*, the White Paper and the Education Bill (2011), which is taking forward many of its proposals, refocuses school inspections on what matters most, namely:

- Achievements and standards
- Teaching and learning
- Leadership and management
- Behaviour and safety

The new school inspection framework is designed to deliver that new focus. What it means in practice is that schools will be judged on a smaller number of core aspects than before, but will be examined on them in greater depth. The changes will result in more streamlined inspections, the emphasis will be on observation of classroom practice, with fewer judgements and grades, leading to sharper reports on the quality of education provided by schools and the most important aspects of their performance.

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Some key areas for focus since 2007, for example community cohesion, are no longer being inspected specifically. Completion of the self-evaluation form(SEF) will no longer be obligatory, although schools will be expected to show how they self-evaluate. Our advice has been to continue with a version of the SEF, unless schools have developed other frameworks for self-evaluation.

These changes will be debated by head teachers and Pikuach inspectors in the Autumn of 2011, so that appropriate changes can be made to the Pikuach framework. One of the issues that particularly concerns Pikuach is the fact that schools will only be inspected every five years. If they receive a judgement of “good” and “outstanding”, schools will be exempt from inspection, which will only be triggered either when there is a new Head Teacher in post or by a significant drop in results or a by a major complaint about the school. Pikuach would like to retain a more regular inspection regime. Without government funding however, and without the goodwill of the schools – who understandably are not in favour of more regular Jewish education inspections being imposed on them than they will have from Ofsted – this may be impossible.

One proposal would be to offer regular monitoring visits to schools, whereby Pikuach inspectors could go into a school for one-day focused inspections every three years. Another proposal would be to extend the work of the School *Kodesh* Partners in order to give schools greater support in Jewish education. This has been taken forward by UJIA, ready to begin during the academic year 2011-12.

### 10.3 Training inspectors:

Pikuach runs three training days per academic year for practising inspectors and it is now mandatory for inspectors to attend two of those three if they wish to remain on the list. We recognise that, particularly with the continual government changes and developments to both education and to inspection, regular updates and training are vital for all who are employed to inspect schools, regardless of their level of experience. In addition, every two years, we have run a training course for new inspectors. We have a large pool of inspectors – more than twenty at any one time. This may seem excessive, but this has proved necessary in order to be able to always both fulfil our obligations to the wide variety of Jewish schools we serve, and to be able to provide inspectors on the dates required.

Training for inspectors has addressed a number of issues over the past four years, from inspecting ICT in the Jewish Studies classroom, to Early Years provision, to conducting an inspection. Feedback forms are completed by participants at the conclusion of every session and show that sessions are generally well received. Much of the training is delivered by the Pikuach coordinator, although we recognise the importance of the expert outside voice; therefore, of the three training sessions per year, one or two are conducted by outside consultants.

### 10.4 Operating Pikuach:

For the past six years, Pikuach has been managed and operated by the same two

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personnel – an education specialist from both the Board of Deputies and the UJIA. Administrative support has been provided by the Board of Deputies. These three people, on very part-time basis, manage the day-to-day running of all aspects of Pikuach, from budget and finance, to organising inspections, to liaising with schools and government agencies including Ofsted, and to training the current and new inspectors.

An advisory board meets once a term to support the professionals. This group comprises the Pikuach team, representative inspectors and, from 2010-11, representative Head teachers. Pikuach reports to the UJIA Education, Leadership and Planning lay leadership group and meetings are also held with the executive director and president of the Board of Deputies as required.

Pikuach as an organisation has not been subject to an external review. Internal monitoring and response to change is a regular feature of Pikuach's mode of operation and we are continuously internally reviewing our procedures and processes. The requirements of Ofsted provide external reasons for that level of review.

#### 10.5 Looking forward:

It is hard to predict the changes that will be needed to be made to Pikuach in the coming period. The issues that might affect it include the following:

- Changes to the focus of Ofsted inspections and how Pikuach will need to respond.
- Changes to the frequency of Ofsted inspections. At the moment, inspections seem to be decreasing in frequency. If that continues, then Pikuach will need to respond. This could mean reducing our operation, staffing and number of inspectors.
- The demise of Ofsted. This is regularly rumoured. If Ofsted does disappear, then presumably a new monitoring and inspection regime will replace it and Pikuach will have to respond appropriately.
- Finance. At present Pikuach is jointly funded by the Board of Deputies and by UJIA. In addition, the DfE give a grant to Pikuach for each inspection carried out. Changes to any of those funding streams will affect Pikuach
- Personnel. Experience over the years has shown that the individuals running Pikuach have made a major impact on its success. If any of the current three professional staff working on the project did not continue in their roles, then the immediate and future success of the project would be at some risk.

Pikuach has, up to this point, continually responded to changes in the educational and inspection climate since its inception fifteen years ago. It is remarkable at how much it has impacted on schools, given the low level of funding on which it operates. The ultimate goal of Pikuach, however, is not only to respond to Ofsted and the government but to play a part in raising the standard and the quality of Jewish education in the UK. In the past four years, Pikuach has indeed acted as a trigger, prompting schools to self-reflect and identify causes for development; it has acted as a springboard for the SKIP programme

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which has provided invaluable advice and on-going support for more than fifteen schools; and it has provided the Jewish community an agenda for change and development initiatives in Jewish studies and the Jewish life of a school. An increasing number of Jewish young people attend Jewish schools. Pikuach needs to play its part in affecting the Jewish education they receive.





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## 12. APPENDIX ONE: Summary of action points

- Proactively search for, develop and nurture excellent school leadership
- Continue to develop strong and appropriate links between the secular and *Kodesh* departments
- Support teachers to enable them to move from satisfactory and good lessons to a majority of outstanding lessons
- Improve the quality of the majority of their lessons from “satisfactory” to “good” to “outstanding” in assessment and marking, ICT, Hebrew reading
- Recognise that some schools which integrate secular and *Kodesh* curricula need to achieve a high level of quality of integration
- Continue to improve provision for students with special educational needs
- Appropriately meet the varied needs of pupils by providing suitably differentiated lesson content
- Consider how most effectively to engage a wider range of pupils in *tefillah*.
- Identify, monitor and address issues in schools with mixed Jewish and non-Jewish populations
- Recognise that work needs to take place in some schools to ensure that excellence in the Foundation stage is achieved and maintained in the higher key stages of the school.

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## 13. APPENDIX TWO: List of Pikuach Inspectors

Dr Leon Bernstein	Fayge Levenberg
Rev Michael Binstock	Benzion Lewis
Ronnie Cohen	Rena Lichtenstein
Esther Colman	Dr Helena Miller
Richard Felsenstein	Rabbi David Radomsky
Dr Gabriel Goldstein	Sharon Raphael
John Gordon	Rabbi Benyamin Rickman
Rabbi Yaakov Heimann	Rafi Salasnik
Naomi Hollander	Rabbi Geoffrey Shisler
Enid Korn	Sandra Teacher
Jeffrey Leader	Golda Zafer Smith ז"ל

## 14. APPENDIX THREE: List of Members of the Pikuach Management/ Advisory Group

Rev Michael Binstock  
Dr Dena Colman (from 2011)  
Alastair Falk  
Enid Korn  
Jeffrey Leader  
Fayge Levenberg  
Dr Helena Miller (Chair)  
Sandra Teacher (Pikuach Consultant)  
Colin Spanjar (Administrator)  
Susy Stone (from 2011)

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## 15. APPENDIX FOUR: Glossary of Jewish and Educational terms

<b>Achievement</b>	how nearly pupils reach standards set by the school
<b>DCSF</b>	Department for Children, Schools and Families (government) until 2010
<b>DfES</b>	Department for Education and Skills (government) until 2007
<b>DfE</b>	Department for Education (government) from 2010 Good/grade 2 school responding well to standards and targets set
<b>Governing bodies</b>	those appointed, elected and co-opted to run the school
<b>Halacha</b>	Jewish law
<b>Haredi</b>	strictly orthodox
<b>Ivrit</b>	Modern Hebrew
<b>Key Stages</b>	Foundation: ages 3-5, Nursery and Reception years Key Stage 1: ages 5-7, years 1 and 2 Key Stage 2: ages 7-11, years 3, 4, 5, 6 Key stage 3: ages 11-14, years 7, 8, 9 Key Stage 4: ages 14-16, years 10 and 11 Key Stage 5: ages 16-18/19, years 12 and 13
<b>Kodesh</b>	here denotes “Jewish religious education”
<b>Maintained</b>	schools which are funded by the State
<b>National Curriculum</b>	Government prescribed curriculum for all secular subjects in maintained schools (England and Wales)
<b>Ofsted</b>	<b>Office for Standards in Education</b> – National Schools’ Inspection Service
<b>Outstanding/grade1</b>	nothing or very little could be bettered
<b>Pikuach</b>	Literally “Supervision (Hebrew) – Jewish Education inspection service
<b>Pluralist</b>	schools catering for pupils with a wide range of affiliation and Jewish practice
<b>Primary</b>	school catering for 4 – 11 year olds
<b>Satisfactory/Grade 3</b>	no major educational weaknesses or particular strengths
<b>Secondary</b>	school catering for 11 – 18 year olds
<b>Self-evaluation Framework (SEF)</b>	enables schools to both judge themselves and identify action for improvement
<b>Special education (SEN)</b>	school catering for pupils with special education needs
<b>Tefillah prayer</b>	
<b>United Synagogue</b>	organisation of London-based orthodox synagogues
<b>Unsatisfactory/Grade 4</b>	significant weaknesses affecting pupils’ progress
<b>Voluntary-aided</b>	schools which are financially supported by the State for all secular running costs and salaries etc. and which ask for voluntary aid from the parents to pay for the Jewish education in the school.



16. APPENDIX FIVE:  
List of schools inspected by Pikuach:  
September 2007 – July 2011

<b>Name of School</b>	<b>Date of Inspection</b>
King David Junior & Infant School, B'ham.....	30 April - 1 May 2007
North Cheshire Jewish Primary School.....	8 - 9 May 2007
Bury & Whitefield Jewish Primary School.....	9 - 10 May 2007
Avigdor Hirsch Torah Temimah Primary School .....	4 - 5 July 2007
Clore Tikva School .....	16 - 18 July 2007
Beis Yaakov Primary School.....	18 Oct & 22 Oct 2007
King David High School, MCR .....	31 Oct - 1 Nov 2007
Mathilda Marks-Kennedy Jewish Primary School.....	4 - 5 Dec 2007
King David Primary School, L'pool .....	19 - 20 Dec 2007
North West London Jewish Day School .....	10 - 11 Dec 2007
Hasmonean High School .....	9 - 10 Jan 2008
Independent Jewish Day School.....	5 - 6 Feb 2008
Wolfson Hillel Primary School.....	2 - 3 April 2008
Hasmonean Primary School .....	21 - 22 May 2008
Yavneh College.....	13 - 14 May 2008
Akiva School.....	10 - 12 Sept 2008
Pardes House Primary School .....	12 - 13 Nov 2008
Hertsmere Jewish Primary School .....	15 Jan & 19 Jan 2009
Brodetsky Primary School.....	4 - 5 Feb 2009
The Moriah Jewish Day School.....	16 - 17 March 2009
JFS School.....	5 - 6 May 2009
Ilford Jewish Primary School .....	14 - 15 May 2009
Simon Marks Jewish Primary School.....	18 - 19 May 2009
Beis Yaakov High School .....	20 - 21 May 2009
Broughton Jewish Cassel Fox Primary School .....	24 June - 25 June 2009
Lubavitch Ruth Lunzer Girls Primary School .....	4 - 5 Nov 2009
Rosh Pinah Jewish Primary School.....	30 Nov - 1 Dec 2009
King Solomon High School .....	9 - 10 Dec 2009
Michael Sobell Sinai School .....	9 - 10 March 2010
King David High School, L'pool.....	16 - 17 June 2010
Clore Tikva Primary School .....	30 June - 1 July 2010
King David Primary School, L'pool .....	6 - 7 Oct 2010
North West London Jewish Day School .....	20 - 21 Oct 2010
King David High School, MCR .....	2 - 3 Feb 2011
Yavneh College.....	8 - 9 March 2011
Pardes House Primary School .....	22 - 23 March 2011
Delamere Forest School.....	26 - 27 May 2011

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# פיקוח Pikuach

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Inspecting Jewish Schools

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