

HERTSMERE JEWISH PRIMARY SCHOOL INSPECTION REPORT

Local Authority: Hertfordshire

Inspected under the auspices of Pikuach

Inspection dates: 3 & 4 June 2015

Lead Inspector: Richard Felsenstein

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

Type of school: Primary

School category: Voluntary Aided

Age range of Children: 3 - 11

Gender of Children: Mixed

Number on roll: 450

Appropriate authority: Governing Body

Chairs: Mr Danny Summerfield

Headteacher: Mr Steven Isaacs

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Introduction

Inspection team

Richard Felsenstein Lead Inspector
Rabbi Yaakov Heimann Team Inspector

Introduction

The inspection was carried out by two inspectors. They visited 11 lessons, or parts of lessons, in addition to *tefillah* (prayer) and assembly. They had meetings with the Headteacher, Deputy Headteacher, and Head of Jewish Studies, staff, parents and groups of pupils and a telephone meeting with the Chair of Governors. Inspectors observed the school's work and looked at a range of documentation, including pupils' written work, the Jewish Studies curriculum both formal and informal, data on performance management, continuing professional development and the recording of data. Almost all lessons included joint observations and the conclusions drawn by the inspectors and school observers were identical. The Strategy Team (Headteacher, Deputy Head, and the Head of Jewish Studies), played a full and active part in this inspection, including lesson observations, attending team meetings and regular discussions with inspectors. It is also important to mention how well the school has dealt with the need for temporary portacabins which also included displays of work – this is because of drainage issues under the school.

The inspector looked in detail at the following:

- Achievement of pupils in their Jewish Education
- Quality of teaching and assessment in Jewish education
- The Jewish education curriculum
- Spiritual, moral, social and cultural development, including collective worship
- Effectiveness of leadership and management in Jewish education

Information about the school

- Hertsmere Jewish Primary School (HJPS) is a two-form entry modern orthodox school for boys and girls drawing the majority of its pupils from families living in Borehamwood, Elstree and Radlett in South Hertfordshire.
- The school opened in 1999 under the auspices of the United Synagogue, and it currently has 450 pupils on roll. Hertsmere Jewish Primary School strives to connect its pupils and their families to a vibrant, orthodox Jewish life underpinned by *Torah* values and aims to connect them with the United Synagogue through its core values of Living, Learning and Caring.
- Values of the school are those of Modern Orthodox Judaism, with a strong belief in the centrality of Israel in Jewish Life.
- The school has a standing policy of close curricular integration between Jewish Studies and the secular national curriculum wherever that is possible. Timetabled Jewish Studies lessons, religious assemblies and associated religious activities occupy approximately 30% of the school day in the main school.

Inspection judgements

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

Overall Effectiveness:

The quality of Jewish Learning provided at Hertsmere Jewish Primary School is outstanding because:-

- The school sets high expectations for all pupils aiming for excellent Jewish literacy as well as all the basic skills which the school delivers through an enriched, well thought-out and extremely creative curriculum.
- Spiritual, moral, social and cultural development is outstanding because diversity and difference are valued and celebrated and the school is very successful in meeting its aims in this area of school life.
- Achievement is good and rapidly improving and the current systems of assessment and recording that are in place enable students to make good progress from their starting points.
- Teaching and Learning overall is outstanding, behaviour is excellent and excellent relationships exist between all adults and pupils.

- The Jewish curriculum has been very well planned, developed and thought through and enables pupils to link Jewish Learning and values to their everyday lives.
- Leadership and management are outstanding and ensures that pupils make good progress and achieve well in their Jewish education.
- The school offers a wide range of extra-curricular activities and educational experiences so that pupils are very well prepared for the future stages of their Jewish life and education.
- There is a consistently outstanding, learning atmosphere with the displays in the classrooms and around the whole site clearly linked to Jewish Studies and *Ivrit*. There is an excellent display in the foyer of the school about the recent visit to HJPS of the Chief Rabbi.

What does the school need to do to improve further?

- Ensure that the marking of pupils' work within the school mark scheme is more consistent. It should include more target setting and coaching comments in order to help pupils progress.
- Introduce an effective tracking system to measure progress which will be able to set class and individual targets, thereby further raising standards (This is already part of the Jewish Studies priorities).

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

- Taking account of their different starting points (children join the school from a diverse range of Jewish backgrounds. Their initial knowledge and religious practice is variable but usually low), the proportion of pupils making or exceeding expected progress is good. Where pupils are not making the progress they should, there is evidence to show that progress is improving over a sustained period of time. Pupils are very eager to learn, and the evidence examined and testing of pupils show that pupils of all abilities, including higher ability pupils and those with special educational needs, make good progress.
- By the time pupils leave HJPS, the aim of Jewish Studies is that they will be able to read effectively Hebrew texts (*Siddur* and *Chumash*) and *Rashi* script, be proficient with *tefillot* and understand the *Festival rituals*. Testing of pupils and a scrutiny of their work showed that their achievement is good and improving. However, achievement is not yet outstanding because there are pupils who are not yet demonstrating the high standard of skills, knowledge, understanding and attainment required.
- Year 2 and Year 6 pupils were tested and many of them demonstrated a high level of reading skills, for example, most Year 6 pupils knew the *sheva* rules and were able to apply them when reading a *passuk* (sentence). Yet, were these rules to be further reinforced and embedded, it would enable all pupils to read even more accurately. A minority of pupils were more hesitant with their reading.
- A number of pupils were able to effectively use their *Chumash* skills to decode words in a *passuk* by finding the *shoresh* (root) of a word as well as the prefix and suffix to independently work out the translation.
- Data looked at from individual pupil files showed that lower ability pupils make better

than expected progress in Hebrew reading and other areas of the Jewish curriculum.

- Early Years pupils are given an entry level test in Nursery and Reception and are tracked during the Early Years Foundation Stage. The Early Years goals are used within the Jewish Studies curriculum. In the Nursery, much emphasis is placed on singing and kinaesthetic learning and progress is monitored through the pupils' knowledge of the cycle of the year (*Chagim, Tefillah and Brachot*). In an observed Nursery lesson, pupils were able to explain to the inspector what they had learnt and understood about Jewish marriage ceremonies. The children's understanding was regularly assessed during the lesson. Jewish Studies is fully integrated into the curriculum and assessments regularly carried out through observations and discussions with the children. In this way progress is monitored and recorded carefully and information is passed on to the Reception teacher. This will be the starting point for the Reception teacher. The teachers know the children very well and planning ensures that good progress is made.
- Currently, Reception has separate Jewish Studies lessons, but from September they will be fully integrated into the main curriculum. Hebrew reading in Reception is assessed and recorded on a regular basis according to level descriptors and attainment targets (now under review because of the introduction of the *Aleph Champ* reading scheme in Year 1 from September 2014). In terms of progress and achievement, a lesson observed where parents were also present demonstrated children's good knowledge of *brachot*, with an app given to pupils and parents so that knowledge and understanding could be developed at home.
- Discussions with pupils about their work both in lessons and when interviewing Year 2 and Year 6 pupils indicated a good knowledge and understanding of Jewish topics that had been covered in lessons, for example, pupils were able to take inspectors through their *Chumash* files and in many cases responded well to questions that were asked.
- Conversations with teachers, scrutiny of pupils' work and interviews with pupils indicate that progress in a wide range of subjects across the curriculum is consistently strong, and evidence in pupils' work indicates they achieve well.
- Regular testing of pupils across the ability range and through the different areas of the curriculum indicates that the majority of them make good progress over time. They have a good understanding of a range of subjects covered by the Jewish Curriculum (formal and informal) and have demonstrated to both their teachers and inspectors that they are able to apply skills in reading, writing and understanding Hebrew to good effect.

The quality of teaching and learning is outstanding because:-

- The quality of teaching and learning overall is outstanding. Whilst inspectors found that formal lessons observed were mainly good with some outstanding features, and marking was good but could have been more consistent, the other elements involved in this judgement area make Teaching and Learning outstanding. The lessons seen by inspectors showed good planning and concepts are taught that deepen pupils' Jewish knowledge and understanding. This enables them to develop a range of skills across the Jewish curriculum.
- In terms of the formal teaching that was observed, inspectors concur with the record of observation of teachers carried out by the Jewish Studies Department from 2013 where grades over time were "good overall."
- During the lessons observed, teachers listened to pupils' thoughts and ideas, and

skilfully questioned them in order to reshape tasks and explanations and improve learning. There is a positive climate for learning. Behaviour and *Derech Eretz* were excellent at all times and pupils were engaged and interested. Teachers demonstrated excellent subject knowledge.

- In one Year 4 lesson, *Chumashim* were used to study *parshat Toldot* in order to read the *pesukim* (verses) and discover and list the words with silent letters as part of the Department's policy to develop Hebrew grammar. This was followed up by a whole class exercise using the interactive white board to test understanding of the concept of silent letters and then some paired reading. One pupil told an inspector: "Reading influences you more and more and you will eventually learn the whole *Torah*." In this lesson some pupils with Special Educational Needs were working with a support teacher outside the classroom, at an appropriate pace, and were being set tasks well suited to their ability levels.
- In another good lesson involving Year 5 children, the aim was to understand *Rashi's* problem and solution in relation to *Yosef's* (Joseph's) behaviour when he emerged from prison; good differentiated tasks were planned and presented. This included an extension task to list Hebrew suffixes and their translation. Excellent use was made of the interactive white board and of the small white board used by pupils.
- In the lessons observed, there were effective teaching strategies employed, including targeted support and intervention by support teachers. In one "*Aleph Champ*" Year 1 lesson, a pupil with special educational needs (SEN) was interacting extremely well with the support teacher in accomplishing the task set with play dough. In the same lesson, when pupils were working at three different tables, the aim was to put the *chirik* vowel into a two-letter word, and one boy who was working on the iPad table proudly showed the inspector "Look, I have spelt my name in Hebrew." There is regular liaison between support teachers and class teachers when planning lessons and with the teacher responsible for "inclusion."
- In the lessons observed, teachers assessed pupils' progress regularly and effectively through oral question and answer, through paired work, through completion of worksheets and through using *Chumashim* to identify grammatical concepts in the *pesukim* (verses). In addition, the teaching of reading and writing and understanding Hebrew and the ability of pupils to communicate their ideas verbally and across the curriculum was effective and usually good with some examples of outstanding teaching. Teachers used questioning and discussion to assess the effectiveness of teaching and the promotion learning.
- Excellent use was made of Information and Communication Technology (ICT) to support learning and when parents were invited into a Reception, *bracha ha'etz* lesson (blessing made over fruit) an app was used on iPads and it was then given to parents so that they could reinforce the learning at home – linking home/school. Feedback sheets completed by parents included comments such as "So lovely, hope we can come again," and "Thank you so much, brilliant." Good use of ICT was made in the Nursery, where a joint observation took place, and the marriage of *Yaakov* and *Rachel* was under discussion. A wedding video was shown to get the children to understand and comment on different parts of the wedding, and then use was made of the outside area to continue the wedding theme.
- Across lessons where there were pupils with special educational needs, tasks were designed to meet their needs in order to help them progress. For higher ability and Gifted and Talented pupils "Higher order" challenge tasks were put on the board or included in work sheets; this was seen in the majority of lessons. The parent of an autistic child told inspectors in relation to Jewish Studies that: "The school has been wonderful; the teachers bring the subject to life. They help my son understand what is happening in the lessons by breaking things down. He is treated as though he is

the only one in the class.” A Year 6 pupil said: “Teachers understand everyone’s needs.”

- The *Tefillah* programme at HJPS is outstanding. Inspectors observed all classes in Years 1-6, and pupils concentrate, follow in the *siddur*, *daven* earnestly – and are encouraged to do so. In addition to their beautiful singing, the meaning of *tefillah* is discussed, and use is made of the interactive white board to look at specific *tefillot* (prayers) in more depth. In Year 4 there were excellent explanations about the *brachot* (blessings); including a support teacher engaging with the pupil she was sitting next to, carefully explaining the prayer. In Year 4 some instructions were given in *Ivrit* which the pupils clearly followed – an excellent way of integrating the Hebrew language into the *tefillah* experience.
- In addition, higher ability and Gifted and Talented children are challenged through the excellent *Etgar* enrichment programme (a learning challenge of a range of Jewish materials for the schools competition at Allianz Park in July) which takes place at lunchtime. One pupil commented: “It is a fun way of learning more Jewish topics.” Pupils were working independently and in pairs using the set texts and excellent progress was made; pupils were able to confidently answer the inspector’s questions about what they were learning.
- Inspectors interviewed and tested the reading and literacy of a number of Year 6 pupils across the ability range. This was very good overall with some outstanding examples of reading from the *Chumash (Parshat Bo)* and consistently good examples of reading from other pupils. When questioned, pupils were also able to answer questions about *Chagim*, although responses from some pupils tested on *Shavuot* were a little uncertain.
- A detailed scrutiny of pupils’ work both during lessons and by collecting in a sample of top, middle and lower ability children’s’ books and files indicated some good marking and assessment using the school wide system of marking, but over time marking was, in some cases, inconsistent in terms of frequency and the use of coaching comments across the different Year groups and areas of the curriculum. This is an area for development.
- An excellent range of extra-curricular and informal Jewish Studies activities such as Social Action, *Tzedakah*, *Etgar Programme* and the *whole-school Tikkun Layl Shavuot*, complement and enhance the formal curriculum and add to pupils’ Jewish educational experience.
- Commenting on how the pupils use their knowledge at home, one parent explained just how much was added to their *Seder* at home this year as a result of what was taught about *Pesach* in school, and added: “My children are inspired by their teachers.”

The extent to which the Jewish education curriculum meets children’s needs is outstanding because:-

- The formal and informal curriculum are relevant to the pupils and provides rich experiences and opportunities for learning and personal well-being. There is a clear vision for the development of the curriculum. There have been many new curriculum ideas (formal and informal) introduced since 2010, e.g. *Tikkun Layl Shavuot*, an amended whole-school *Tefillah* curriculum and increased use of ICT.
- Examples of the formal curriculum include the *Chagim* (Jewish Festivals) curriculum which is progressive year on year and provides pupils with wide-range learning, and *Tefillah* (Jewish prayer) where a full curriculum and guidance is given to staff on how to teach each *bracha* (blessing) of the *amida*.

- The curriculum and accompanying guidance notes are most accurate, for example, on the *Rosh Hashanah* curriculum it says that there is no need to give bread to the birds and for *Yom Kippur* it specifies that it's a serious day, not a sad one.
- There is overall breadth and balance, providing pupils with a full Jewish knowledge and experience. This is reinforced by a range of activities and extra-curricular learning that pupils benefit from.
- All pupils benefit from an outstanding, highly relevant and coherent curriculum which promotes the development of their study skills, Jewish knowledge, belief and identity. There is excellent curriculum planning which builds systematically on pupils' prior experiences and also looks ahead to their next stage of study.
- The school needs to level parts of the curriculum that are skills based to enable formal assessment to continue to develop. This means that levels of assessment will be introduced for the key skills which will indicate the degree of progress as pupils move up the scale.
- The Jewish Studies Department works very hard to meet the needs of pupils who have special educational needs, disabilities, those who are gifted and talented, or who are learning English as an additional language. Support staff are assigned to work with targeted pupils and Jewish Studies teachers contribute to Individual Educational Plans which may contain specific Jewish Studies targets. These programmes are very specific to the needs of individual pupils and are being developed all the time. They provide excellent support.
- There is an outstanding, innovative *Tefillah* curriculum which is developed in Year *Tefillah* groups and expanded upon in whole school *Tefillah* assemblies which take place twice a week. *Tefillah* at HJPS gives the pupils an amazing learning experience which the school builds upon year by year. The curriculum involves the pupils learning how to sing the *tefillot*, read the prayers and understand what they are saying. This understanding was tested in each *Tefillah* group that was visited, including during the whole school *Tefillah* assemblies. Inspectors were impressed with how *Ivrit* was integrated with Jewish Studies on occasions and used in different *Tefillah* groups to give instructions to the pupils. This will clearly become more of a feature as the *Ivrit* programme is developed across the school.
- There is an excellent balance between the formal and informal Jewish Studies curriculum, and the impact of this has been that some pupils in Year 6 have insisted on transferring to a Jewish secondary school, despite what might have initially been different wishes of their parents.
- Cross-curricular provision and ICT wherever relevant is mainly outstanding and nothing is less than good. National curriculum skills form part of Jewish Studies planning of cross curricular teaching, e.g. music skills in *tefillah* and PE skills brought into preparation for *Yom Yerushalayim* and *Yom Ha-Atzmaut*.
- A Heroes and Heroines Programme was implemented in the Nursery this academic year with a termly child and parent learning experience. Its impact was witnessed in a lesson which considered the marriage of *Yaakov* and *Rachel* and related the wedding theme to personal experiences.
- An excellent *Aleph Champ* reading scheme was introduced in Year 1 in the autumn of 2014 and will be continued in Year 2 and beyond. Its impact was observed by inspectors in an outstanding Year 1 lesson in which the pupils were tested on what they had previously learnt and on what they were learning. Use of the interactive white board, a range of lesson activities, and questions from inspectors were different ways in which knowledge was tested (putting two letters and a vowel together).
- An excellent compulsory weekly Hebrew Reading Challenge was introduced to test and reinforce the rules of reading with Years 3-6. Results are recorded in individual files, and its impact has been greater fluency in reading skills as the pupils progress

through the school.

- The school provides excellent extra-curricular opportunities such as the *Etgar* inter-school Challenge for Year 5 pupils, the *Rosh Chodesh* Club for Year 6 girls and *Leining* for Year 6 boys.

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

- High quality spiritual, moral, social and cultural education permeates both the formal and informal Jewish Studies provision throughout the school.
- Pupils have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience
- *Tefillah* (which fulfils the duty to have a daily act of collective worship) takes place three days a week in classrooms. Twice a week the whole school *davens* (prays) together. Inspectors observed outstanding examples of *tefillah* throughout the school, shown through a real knowledge and understanding of the prayers which was tested in Key Stage 2 at different times during *tefillah*. In Year 3 inspectors observed beautiful singing, impressive answers to questions about the *Ashrei* prayer and pupils pointing to each word that was being read. In Year 4 there were excellent explanations about the *brachot* (blessings), including a support teacher engaging with the pupil she was sitting next to, carefully explaining the prayer. In Year 4 some instructions were given in *Ivrit* which the pupils clearly followed – an excellent way of integrating the Hebrew language into the *tefillah* experience. In the *Refuah* prayer (for healing) one pupil put her hand up and said she wanted to mention someone who she knew who was unwell. Inspectors were impressed with Year 5 *tefillah* where the interactive white board was used to review *tefillot* that had been learned; this involved questions and answers and paired discussion. Pupils showed a clear understanding of the *tefillah* under review. At the whole school *Tefillah* assembly a new two-week *Chesed* initiative was introduced to encourage the pupils to find three people they could do a good deed for.
- *Birkat Hamazon* (Grace after meals) was outstanding. Pupils were joining in, engaged and interested and able to answer questions about different *brachot*. One Year 2 pupil said, "I love learning new bits of *bensching*."
- The Jewish ethos is permeated by a strong sense of what is right and wrong, and through the *Parsha* and PSHCE curriculum, pupils are given opportunities to reflect on their conduct and are encouraged to consider ways to develop good *middot* (values.) This was reflected in their actions and helpfulness during the course of the inspection.
- The school is involved in regular charity collections and the pupils, through raising money and social action, make an excellent contribution to both the Jewish and wider community. Examples of such involvement include an annual Year 6 visit to a Jewish day Care centre, the annual Key stage 2 *Tu B'Shevat* initiative with GIFT (a charity which gives food and other gifts to people in need), and projects with Israel Guide Dogs and Shalva. (The Association for Mentally and Physically Challenged Children in Israel).
- The PSHCE programme links Jewish Studies with other areas of the curriculum, and includes the Year 6 Sex and Relationships Education programme which is continually being refined and further developed.
- Pupils are curious about the world around them and clearly embrace new experiences such as engaging confidently with Jewish religious observance, as well as artistic, sporting and cultural opportunities.

- They are open to new ideas and appreciate cultural diversity. The British Values Programme and exchange visits with non-Jewish, multi-faith schools provide opportunities for HJPS pupils to learn about and meet those of other faiths and backgrounds which helps the pupils develop an understanding of other communities. The Head of Jewish Studies plays a key role in planning, organising and presenting experiences such as a Key stage 2 *Kabbalat Shabbat* assembly which focused on Remembrance Sunday/Armistice Day. In addition, there is published guidance given to staff on teaching about other faiths.
- Suggestions for raising money or social action are made through the School Council. HJPS has supported “Children in need,” by making a giant “Pudsey Bear,” decorating it and then sticking coins all over the bear! The school raised about £600.00, with the pupils’ maths skills being put to good use by counting up the money.
- The school also took part in a whole school two-mile run around HJPS and all pupils from Nursery to Year 6 participated in the initiative. In another fund-raising event, one boy presented this idea to the School Council, “I don’t stop talking, so I would like to have a sponsored silence!”
- The Year 6 *Shabbaton* weekend provides an excellent educational experience for the pupils; this was highlighted by year 6 pupils who talked to inspectors
- The school has highly successful strategies for engaging with parents. Parents interviewed mentioned the parents’ packs sent out before *Chagim* (Festivals), and the “excellent SEED reading courses provided for parents,” Also mentioned were the PSA organising *Mishloach Manot* on *Purim*, doughnuts on *Chanukah* and food and drink for the *Seder* on *Pesach*. One parent said: ‘HJPS is a fantastic foundation for secondary school,’ and another commented about the Jewish Education provision, “It’s in their hearts.”

The effectiveness of leadership and management of Jewish learning is outstanding because:

- The Head of Jewish Studies provides high quality leadership to both formal and informal Jewish Studies teaching, and pursues excellence in the provision and delivery of Jewish education. There is effective leadership and management at all levels in promoting improvements in the Jewish Curriculum within HJPS.
- The Headteacher, Deputy Head and Head of Jewish Studies form the school’s “Strategy” team and they are also part of the Senior Leadership Team. The Strategy team has very clear structures and meets on a weekly basis. The Headteacher meets the Head of Jewish Studies every week, and works on the Jewish Studies Action plan, targets for the Department and *halachic* issues. The Head of Jewish Studies meets regularly with the Deputy Head. The Headteacher and Chair of Governors communicate frequently and have a shared vision for the school moving forward. All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school’s performance and of staff and pupils’ skills and attributes. There is excellent deployment of staff and resources that benefit all pupils.
- Inspectors interviewed the Chair of governors who robustly holds senior leaders to account. The Chair of Governors is involved in performance management, as are the Head Teacher and Head of Jewish Studies. There is a new system of performance management that has been introduced and all members of the Jewish Studies Department are professionally appraised. During this academic year, performance

management reviews took place in September and March. Consideration is currently being given by the Head of Jewish Studies to introducing a system of monthly reviews.

- There are excellent policies in place which ensure that pupils have high levels of literacy in place in formulating their ideas across the Jewish curriculum and are achieving high standards in reading, writing and understanding Hebrew.
- After the joint lesson observations and after discussions between inspectors and school observers, feedback was given by the HJPS senior member of staff who was observing the lesson. Feedback was excellent and very positive. It focused first on what went well, and then areas for development.
- Teaching and learning in Jewish Studies is constantly under review and there is focused professional development for staff, both through Performance Management and through Professional Development courses. Performance Management encourages, challenges and supports teachers' improvement, and teaching is consistently good and improving. Jewish Studies teachers are excellently supported by the Head of Department and this came across very clearly when speaking to the teachers, the Head and Deputy Head. As a result of continuing professional development opportunities an internal appointment was made last year with the appointment of an Assistant Head of Jewish Studies.
- The Jewish Curriculum planned and implemented by the Head of Jewish Studies in conjunction with the strategy team provides highly positive experiences and rich opportunities for high quality learning. Inspectors spoke to a child in Year 2 who said "I like learning days of the week in Hebrew." In a Year 5 informal, voluntary, lunchtime education session involving preparing for the schools' *Etgar* Challenge, one Year 5 pupil said "I'm quite excited by the challenge," and another Year 5 pupil said "It's a fun way of learning more Jewish topics."
- The Jewish Studies curriculum has a very positive impact on pupils' behaviour which was outstanding throughout the visit, and it contributes well to pupils' academic achievement and their spiritual, moral, social and cultural development. *Derech Eretz* (respect) was also outstanding in the ways in which the pupils spoke to each other and to their teachers.
- The school has highly successful strategies for engaging with parents. Inspectors interviewed a parent, who commented that she has a child at the school with special educational needs, and "the school has been brilliant, I cannot fault it at all." The parent went on to say that "the teacher helps my son understand what is happening in lessons by breaking things down, he is treated as though he is the only one in the class."
- The high quality of leadership and management ensures that behaviour from pupils is excellent and that staff model highly professional standards in their work and demonstrate high levels of respect and courtesy towards pupils and others.

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils at Hertsmere Jewish Primary School to complete a questionnaire about their views of the school. The comments below encapsulate their views:

Quotes from Survey Monkey

"Our daughter is very motivated by her Jewish Studies teacher."

“Both my children talk very enthusiastically about what they learn in their Limudei Kodesh classes.”

“Would like to show my appreciation to the enthusiasm and commitment the Jewish studies teachers at school are showing.”

“My child really enjoys Jewish Studies at HJPS.”

“Our children have flourished in their love, understanding and engagement with their Jewish identity and love of Israel.”

GLOSSARY

WHAT INSPECTION JUDGEMENTS MEAN:

GRADE	JUDGEMENT	DESCRIPTION
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupil's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils.