

Brodetsky Primary School

Inspection report

Local authority

Leeds

Inspected under the auspices of

Pikuach

Inspection dates

15th and 16th January 2014

Lead inspector

Sharon Raphael

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

Type of school

Primary

School category

Voluntary Aided

Age range of pupils

4 - 11

Gender of pupils

Mixed

Number on roll

272

Appropriate authority

Governing Body

Chair

Dr Jason Broch

Headteacher

Jeremy Dunford

Date of previous school inspection

4th and 5th February 2009

Address

Wentworth Ave, Leeds LS17 7TN

Telephone number

0113 293 0578

Email address

Jeremy.dunford@brodetsky.leeds.sch.uk

Introduction

Inspection team

Sharon Raphael Lead Inspector

Irene Kay Team Inspector

Justin Kett Observer

- This inspection was carried out by two inspectors and an observer. They visited 12 lessons or parts of lessons as well as *tefillot* (prayers) and assemblies. This included observing all *Limmudei Kodesh* teachers and one *Ivrit* teacher across all year groups.
- Inspectors observed *Tefillah* in Nursery, Key Stage 1 and Key Stage 2.
- They held meetings with the Head teacher and deputy head, the subject leader for *Limmudei Kodesh*, staff, groups of children, the Special Educational Needs Co-ordinator, the Early Years Foundation Stage leader and the Governor who is chair of the *Limmudei Kodesh* committee.
- Inspectors observed the school's work, and looked at a range of documentation including pupils' written work, teachers' lesson plans, the *Limmudei Kodesh* Curriculum, the school's combined secular and *Limmudei Kodesh* Self-Evaluation document and the School's Improvement plan, as well as the school context summary and minutes of meetings of the governing body; pupil tracking and the school's assessment framework.
- They also heard pupils read and held discussions with groups of pupils.
- Inspectors took account of the views of parents and carers.
- This inspection took place at the end of the five year cycle for Section 48 inspections using the latest revised version of the Pikuach framework. The school requested that *Ivrit* should be included in the inspection from the aspect of the contribution that *Ivrit* makes to the quality of *Limmudei Kodesh*. *Ivrit* was to be inspected by Ofsted inspectors as part of the Section 5 inspection

The inspection team looked in detail at the following:

- The progress pupils make in *Limmudei Kodesh*.
- The quality of teaching, learning and assessment in *Limmudei Kodesh*.
- Leadership and Management of *Limmudei Kodesh*.
- Spiritual, moral, social and cultural development including Collective Worship (*Tefillah*).

Information about this school

- Brodetsky Primary School is a 1.5 form entry Jewish Voluntary Aided Primary School with their own Nursery as well as a separate private nursery.
 - The school serves the Jewish community in the Leeds area.
 - Hebrew is taught as part of the secular curriculum as their designated modern foreign language.
 - The majority of the pupils live within easy travelling distance of the school.
 - There is little mobility within the school, with most pupils starting in Nursery and remaining until they leave at Year 6.
 - The proportion of pupils with special educational needs supported through school action is below average. There are 2 pupils who carry statements of Special Educational Needs; both are for autistic spectrum disorder.
 - The school has facilities for speech and language therapy.
 - The school site is currently undergoing a major building programme to accommodate the new secondary school.
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- The current Head Teacher has been in post since January 2010
 - The Deputy Head Teacher has been in post since September 2010
 - The current chair of governors was appointed in September 2013.
 - The date of the school's last Ofsted Inspection was February 2009.
 - The school received an interim Ofsted statement in January 2012.
 - The date of the school's last Pikuach Inspection was February 2009.

Inspection judgements

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

Overall effectiveness: the quality of Jewish education provided in Brodetsky Primary School is good because:

- Spiritual, moral, social and cultural development is good and often outstanding because the staff and pupils show great respect for each other and for the ethos of the school. The quality of *Tefillah* (prayer) is good and enables the pupils to be prepared for involvement in community prayer.
- The head teacher and deputy head, supported by governors and *Limmudei Kodesh* staff, are committed to providing and further developing a curriculum that ensures pupils make good progress and continue to improve in their Jewish education.
- The curriculum is developing to enable the children to link Jewish learning to their everyday lives. The teaching of *Ivrit* contributes to the Jewish life of the school by promoting the use of Hebrew as the language of the Jewish people.
- Teaching overall is good and relationships are excellent, modelling the Jewish ethos and values.
- Partnerships with parents and the wider community are good and often outstanding.
- The school offers a range of Jewish educational experiences so that pupils are well equipped for the next stage of their Jewish life and education.
- There is a consistently outstanding atmosphere of learning with the *Limmudei Kodesh* displays in classrooms and around the whole site, clearly linked to *Limmudei Kodesh* and *Ivrit*.
- Whilst the inspectors judged Brodetsky Primary School to be good overall there are clear areas for improvement, these are fully recognised by the leadership team and governors who are taking steps to address them and move quickly forward.
- Most of the aspects for improvement raised during the previous Pikuach inspection have been given good consideration so that assessment systems are now in place and well implemented; outcomes for Hebrew reading are improving and the quality of teaching and learning in the Foundation Stage is now at least good and at times outstanding.

What does the school need to do to improve further?

Continue to work to raise standards by:

- Planning teaching and learning to include appropriate levels of challenge and innovative and creative activities, so that pupils are more engaged and make increased progress.
- Continuing to refine and implement assessment for learning systems to ensure that all pupils have feedback both during and after lessons, including feedback through marking, so that all pupils know their next steps in learning and how to improve their work. This will also inform all teachers so that when this is consistently implemented future planning will challenge all pupils to achieve highly.
- Ensuring that work is appropriately planned so that it meets the skills, needs and interests of all pupils so that work takes into account preferred learning styles and increases pupil engagement and achievement. Ensure that the school curriculum keeps pace with the developments and innovations being made by leading Jewish curriculum organisations and companies.

Achievement of pupils at the school is good:

- Achievement and progress is generally good with most pupils making at least expected progress and achieving expected levels.
- Achievement and progress varies between a small number of pupils who make outstanding progress and that which requires improvement, due to a need for specific planning, preparation and resources to meet the needs of individuals and groups. This would allow the more able and those with special educational needs to make increased progress and achieve well and those of higher ability to be appropriately challenged.
- The school has compiled its own assessment criteria to fit its individual curriculum, setting up a tracking system and carefully monitoring pupil progress, and making adaptations to make it fit for purpose. This has resulted in a more robust understanding of pupil progress in *Limmudei Kodesh* overall. This is a great advance since the previous Pikuach inspection. To further improve this area, the school should consider assessing each area of learning within *Limmudei Kodesh* separately to allow the needs for more focused support to be identified.
- Progress is moderated and recorded termly and pupil progress meetings are held to target those making less than expected progress or falling below expected standards of achievement.
- The Early Years Foundation Stage gives children an excellent start to their Jewish education. They are led in a lively and active *Tefillah*. They learn actively through a variety of creative and age appropriate activities across the *Limmudei Kodesh*

curriculum and are learning the *Aleph Bet*. Teaching and learning in the Early Years is at least good and at times outstanding.

- Reading is generally good although, for some pupils, poor progress is reflected in the progress data. This has led to the *Aleph Champ* reading programme being appropriately altered to better meet individual needs.
- Hebrew reading in Key Stage 1 is good, with letters and sounds being introduced and reinforced, as well as reading the writing of Hebrew letters being practised. In Key Stage 2, Hebrew reading of seen texts is mostly accurate with some evidence of fluency from Year 5 and 6 pupils. Further work is required to push children further to learn higher order Hebrew reading skills, such as *Mapik Heh*, and to improve fluency when reading unseen texts. In some KS2 lessons using the *Aleph Champ* materials, the pupils were able to use block, script and transliteration, were working independently, were confident to try new words and were keen to show their work. Excellent links are being made between phonics in English and Hebrew that helpfully reinforce this learning.
- There is clear evidence that pupils' subject knowledge is built upon prior learning and that learning is reinforced subsequently. For example, in a Year 1/2 lesson, *Brachot* were discussed and recited before moving on to the main focus of the lesson. In other lessons, the starter activities frequently revisited prior learning such as the number of times the *Amidah* is said on weekdays, *Shabbat* and *Yom Kippur*. However in some lessons, the inspectors observed significant time being given to reinforcing prior learning rather than ensuring the pupils progress further.
- Some specific and innovative help and advice has been provided for parents of non-Jewish pupils who are unable to help their children at home, for example by hearing them read; information sheets giving letter sounds have been devised and sent home. In some cases, inspectors observed non-Jewish pupils making good progress in Hebrew literacy and showing a very keen interest in their work. This is an exciting aspect of *Limmudei Kodesh* which can be further developed over time.
- Whilst inspectors judged overall progress to be good, more development is needed so that more ambitious targets, particularly for the more able and older pupils result in greater pupil engagement and higher levels of achievement. Older pupils are aware that they do more 'sitting and listening' compared to their younger peers, and that 'it's the same things every year'.

Quality of teaching and learning and assessment in the school is good:

- The quality of teaching and learning overall was judged to be good, adults know the pupils very well and there are good relationships. However there needs to be

improvement in some aspects in order to fully secure this level throughout and move forward.

- Good teaching was observed when all pupils were actively engaged in learning and encouraged to work in pairs and to undertake independent work.
- In many of the lessons observed, there was emphasis on information transfer, with a high percentage of teacher talk. Where more creative learning tasks were offered, pupils reacted with considerably greater interest and enthusiasm.
- In the good lessons, preferred learning styles were taken into consideration and pupils given some choices, such as which format of *Siddur* to use and their preferred format for presenting written work.
- Pupils with special educational needs receive support in *Limmudei Kodesh* lessons from either teaching assistants or *Limmudei Kodesh* teachers timetabled for support. The Special Educational Needs Co-ordinator is also available to offer advice and support and is keen to extend this work. In general, staff would benefit from specific training in meeting individual and specific needs and active learning.
- Where support staff or other additional adults were clearly aware of what was required and expected of them and the pupils, the support was beneficial and judged to be at least good and sometimes outstanding; however, in a significant number of lessons or parts of lessons, support staff were not used to the best advantage of the pupils and in the poorest examples, added very little to the lesson.
- Pupils were seen to work well together and when given the opportunity for independent learning they react positively. In a class where an *Ivrit* speaker was translating for her partners, another pupil thanked her and explained, 'It's good because she always helps us to understand and learn'.
- Although each classroom is fitted with an interactive whiteboard, very limited use was made of this resource and, in a number of lessons, no use was made of it although a regular white board was utilised. The pupils and staff were not observed using information and communication technology interactively.
- Marking and oral feedback is mostly positive, it was generally judged to be good overall, but needs to give pupils clearer points for improvement and also allow pupils to respond so that they will know how to improve their work. Clearer descriptions of the next steps in learning would offer useful support and give pupils a better understanding of where they are and how to progress.
- Where assessment for learning is effectively used it is helpful to both teachers and pupils, consistent use and further training for some staff would be beneficial.
- In the Early Years, the lively, interactive teaching style and variety of oral, visual and kinaesthetic activities, ensures that all children are engrossed in the lessons and make good progress. Use of additional adults is exemplary, with a particular focus on those in need of support to access the learning.
- There is good progression between the expectations in the Nursery class and Reception.

- More able pupils, such as an Israeli child, are encouraged to share their knowledge and skills.

The quality of leadership and management and governance of the school is good:

- The leadership and management team are very committed to the integration of *Limmudei Kodesh* teaching and learning within the school. This is borne out by a unified Leadership Team and School Self Evaluation. There are outstanding displays, celebrating the Jewish Ethos of the school in every area, promoted by the Leadership Team.
- The school has a *Limmudei Kodesh* Governors' Committee that is very involved and committed to supporting the quality of the Jewish education the pupils receive. The chair of this committee is a very active participant in the school and has a keen understanding of where the school is heading and how to develop the *Limmudei Kodesh* offer.
- The head teacher, deputy and chair of the *Limmudei Kodesh* Governors' Committee are clearly aware of and actively addressing issues to improve leadership and management in *Limmudei Kodesh*.
- The energetic and committed staff team would benefit from greater direction and specific training and mentoring in active teaching methodology, and involving pupils more directly in independent learning, supported by self and peer evaluation.
- The School Development Plan (September 2013 – August 2014) reflects the leadership's commitment to the integration of *Limmudei Kodesh* and secular education. There is, however, a much greater emphasis on the secular curriculum and other issues such as the site development. Whilst these are clearly of high importance as the school progresses and develops the secondary provision, it would also be beneficial to consider the specific aspects of areas for development of *Limmudei Kodesh* such as continued professional development; raising achievement and making best use of assessment for learning strategies
- The *Limmudei Kodesh* subject leader is very hard working and enthusiastic about both the subject and her team. Greater opportunity to liaise and share information; strategies and curriculum development with other *Limmudei Kodesh* leaders or advisors could be of mutual benefit to both her and the *Limmudei Kodesh* teachers.
- The leadership team ensure that staff are given excellent opportunities to attend conferences and training, often held in London, thus ensuring there are valuable connections with other Jewish educational institutions and initiatives. It is particularly noteworthy, and appreciated by those involved, that *Limmudei Kodesh* teaching assistants are also offered these training opportunities.

The Quality of pupils' spiritual, moral, social and cultural development is good:

- The spiritual, moral, social and cultural development of pupils at Brodetsky Primary School is good with some outstanding features. *Tefillah* (Prayer) fulfils the statutory requirement for Collective Worship. It is a positive Jewish experience for the children as they participate.
- *Brachot* (blessings) are said at break times over fruit and there are discussions about which *bracha* to say and why it is said. At lunchtimes, pupils say *hamotzi* and *bentsch* in their classes after the lunch break at the start of afternoon lessons.
- The school has partnerships with various Jewish organisations and the wider community. These include Jewish National Fund; United Jewish Israel Appeal; Donisthorpe Hall and the Leeds Jewish Welfare Board. The Zone, a Jewish Youth Centre, is soon to transfer its premises to the school site as part of the new build.
- The school has strong links with Hemed School in Israel, as seen during their Year 5 and 6 *Tu B'Shvat* assembly during the inspection. They also work with other faith schools and, for example, have had special Year 6 project with a local Catholic School.
- They have a school *Shabbat* in a local synagogue where the children take the service and there is a *siddur* presentation to Year 5. The school choir participates in many Leed's wide activities.
- The school are working with Leeds United FC to promote respect as part of an anti-bullying programme.
- *Tzedakah* (charity) is an important part of the Jewish way of life of the school; donations are made to charities such as Children in Need; world humanitarian needs such as the recent appeal following Typhoon Haiyan; Leeds Jewish Welfare Board; Laniado Hospital and Reuth UK.
- Displays around the whole school site are linked to Jewish themes and promote an interest in and love of Judaism.
- The school has a clear and consistent House point system, with houses named for local Jewish communal leaders. Some more thought could be given to educating the pupils on who these figures were to deepen their connection to their House.
- Pupils at times limit their learning through off task behaviours but are generally very polite; happy to share and help each other and keen to talk about their learning and experiences.

Views of parents and carers

Parents' views of the school are almost unanimously supportive, they highlight aspects such as additional support for a family experiencing difficulties; the sense of responsibility for the children and their Jewish way of life and the professionalism of the pastoral and educational aspects of the school. A non-Jewish parent explained that her son insists on saying the *brachot* before he eats breakfast and that she thinks this is good. Another non-Jewish parent, who had 3 children start at the school in September, said, 'I cannot believe how much they have learnt and they have settled in fine'. She went on to say that, as a parent, she never feels like an outsider and is not treated any differently. Another spoke about her older children regretting that they did not attend the school when they see the *Limmudei Kodesh* lessons their younger sibling receives. A parent governor commended the 'all-encompassing curriculum'.

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 pupils' 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. Pikuach inspectors will make further visits until it improves.