

# JCOSS

## INSPECTION REPORT

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Local Authority	Barnet
Inspected under the auspices of Pikuach	
Inspection dates	25 <sup>th</sup> & 26 <sup>th</sup> April 2023
Lead Inspector	Richard Felsenstein

**This inspection of the school was conducted under section 48 of the Education Act 2005**

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Type of school	Secondary
School category	Voluntary aided
Age range of children	11-18
Mixed /Single sex	Mixed
Number on roll	1343
Chair of Governors	Mark Freedman
Headteacher	Dr Melanie Lee
Address	Castlewood Road, New Barnet London, EN4 9GE
Telephone number	020 8344 2220
Email address	admin@jcross.barnet.sch.uk
School website	jcross.org

## Inspection team

**Lead Inspector**  
**Team Inspector**

**Richard Felsenstein**  
**Rabbi Nicky Goldmeier**

## Introduction

Inspectors made judgements on the following three Key Areas:

- Quality of Jewish Education
- Jewish Personal and Spiritual Development
- Leadership and Management

The inspection was carried out by two inspectors over two days. Together with the Headteacher, Directors of Jewish Life and Jewish Learning, and other teachers, inspectors visited 19 part-lessons, *Yom Hazikaron* (Day of Remembrance) assembly, *Yom Ha'atzmaut* (Israel's Independence Day activities), and afternoon registration for the daily act of collective worship. Inspectors held meetings with students from all year groups, and with senior prefects. Inspectors also spoke informally with several other students during lessons, morning break and lunch break, and asked about their work. Inspectors held numerous meetings with Senior Leaders, the Directors of Jewish Life and Learning, second in the Department (KS3), the Head of Informal Jewish Education and several stakeholders including parents. Inspectors also met with governors, teachers, the Special Educational Needs and Disabilities Coordinator, (SENCO) and the Assistant SENCO. They examined the Jewish Studies Self Evaluation Form (SEF), Improvement Plan, reporting and tracking documentation, students' work, displays and the curricula for formal and informal learning.

## Information about the school

- JCoSS opened in new purpose-built accommodation in September 2010, and the Sixth Form opened in September 2012.
- There are currently 1335 students on the roll, including 350 in the Sixth Form.
- JCoSS is a pluralist, Jewish learning community that embraces diverse approaches to Jewish beliefs and practice that coexist comfortably within the school. The diverse Jewish environment fosters an atmosphere of mutual respect, and the students learn about and from the whole spectrum of Jewish beliefs and practices.
- The school admits six forms of entry to Year 7 each year (180 students), and seven forms in a bulge year. The school also admits seven students each year to the Pears Special Resource Provision (PSRP) in each year group.
- The proportion of students eligible for free school meals is below the national average. The proportion of students with special educational needs and health and care plans (7.4%) is well above the national average. The school incorporates special resource provision for up to seven students in each year group, with autistic spectrum disorders. This is the (PSRP). There are currently 51 students benefitting from this provision.
- The proportion of students who are from a minority ethnic heritage is below average. Most students are of White British Heritage. The proportion of students who speak English as an additional language is above average (13.7%).
- The school has Science Specialist School status, together with the Investors in People Award, and Healthy Schools status.

- Modern Hebrew (*Ivrit*) is taught as a Modern Foreign Language.

## Inspection Judgments

## Grade

Quality of Jewish Education	1
Jewish Personal and Spiritual Development	1
Leadership and management	1
Overall effectiveness	1

## What it is like to attend this Jewish school?

- JCoSS is an outstanding school where students are inspired both by the Jewish education offered and dedicated staff members who are outstanding role models for Jewish commitment, practice, and learning. The school invests in its staff by encouraging and supporting professional development at the highest level by offering courses such as the National Professional Qualification for Headship (NPQH) currently being undertaken by two teachers and one teacher taking the National Professional Qualification for Senior Leaders (NPQSL). In addition, the new national Middle Leaders course has JCoSS teachers taking it, and a national “Behaviour and Culture” course is attended by two Heads of Year, with two more teachers joining this term.
- Students know and act upon what their school stands for, what it represents, and what it is to be a *Mensch* (a decent person of integrity, morality, fair, modest and humble in one’s dealings with others,) and they strive to be one in all that they undertake, showing outstanding behaviour, concern for others and a wish to give back to the school community. This was mentioned in the numerous interviews with students, and one student said, “a *Mensch* means being kind to people, it is the values of our school.” Another said, “sometimes a *Mensch* is someone who is just kind for no other reason, but to be kind.”
- Students strongly feel that JCoSS is a vibrant, dynamic, pluralist Jewish environment, where all voices are heard, and everyone is able to engage in a wide range of Jewish experiences through both the formal and informal Jewish education provision. Students and staff live a Jewish life cycle, through the weekly, monthly and annual observances and rituals which mark the Jewish calendar. For example, *Rosh Chodesh* (New Month), and *Yom Hazikaron* (Remembrance Day). One Year 13 student talking to inspectors about *Yom Hazikaron*, said “a real wow moment was this morning’s *Yom Hazikaron* assembly, which for me was a time of personal reflection. The assembly has made a huge impact on me, and I have thought about it all day.”
- Students are proud of being part of the JCoSS community and were keen to share their experiences using key JCoSS words such as *Mensch*, (a kind person), *Machloket*, (differences of opinion) but mentioning the importance of accepting the viewpoints of others. A Year 13 student said that “this is a Pluralist school. It accepts differences, for example in GCSE Religious Studies, Judaism and Islam are in our syllabus. I learnt loads about another faith, and it is great for when leaving school.”
- Students have positive attitudes towards their Jewish learning and practice because the curriculum is exceptionally well planned and varied, offering the opportunity to all learners to build upon their previous learning in relation to their starting points. Jewish education sets are

of mixed ability and focus on bridging any gaps of knowledge as well as catering for different students' interests. One of the 'wow' lessons mentioned by a Year 7 student, was "making doughnuts in class on *Chanukah* (Festival of Lights)," and another said, "recording ourselves acting out the story of Cain and Abel, with the class subsequently watching and analysing it, was great."

- Curricula for formal and informal Jewish education are ambitious and varied, allowing students opportunities to explore their Jewish identity through the different study tracks and the diverse range of Jewish informal education programmes. Jewish education includes a *Beit Midrash* (more in-depth study) track in Key Stage 3. This programme is for students who are "interested in a deep range of Jewish texts to have the opportunity to explore and encounter the full range of Jewish tradition, in all of its multiplicity and richness." At Key Stage 4, students can opt to take a Higher Project Qualification in addition to the Religious Studies (RS) GCSE, and in the timetabled RS lessons.
- Students enjoy and are fully engaged in the school's outstanding programme for Informal Jewish Education (IJE). One parent said, "the *Yom HaShoah* assembly was a very powerful moment for my son when he was asked to read a poem about the *Shoah* to appropriate background music." Another parent commented on a different aspect of Informal Jewish Education, saying "that the school encourages social action throughout their time at the school."
- Students are encouraged to reflect deeply on what is being taught during and outside Jewish education lessons. In most observed lessons teachers demonstrated outstanding practice and delivery skills. These engage all students and motivates them to try their best. During one observed Year 9 lesson for example, the teacher's outstanding use of questioning engaged all students, encouraging them to participate in a discussion until the class came to a conclusion. The teacher presented questions relating to the photograph of the Warsaw Ghetto being displayed, and asked what they noticed about the conditions of the Ghetto? What is going on in the photograph? How were people being treated? A student recognised the awful conditions in the Ghetto, and commented on the squalid conditions which the Jews were made to endure.
- Students feel safe at JCoSS. Most interviewed and the majority of those who replied to questionnaires stated that they know who to go to if they have a problem. Parents views showed that nearly 94% say their child is happy at school with nearly 100% stating that their child feels safe or moderately safe at school. The vast majority of students reported that bullying does not happen, or that if it does, teachers are good at resolving the issue.
- Students benefit from a reflective Daily Act of Collective Worship. On Monday and Thursday mornings, the whole school community listens to JCast, which is a Podcast from a member of staff or a student, and on other days a moment of reflection takes place during form period. Inspectors were present when students were asked to reflect on the story of a lone Israeli soldier who was killed in Lebanon, after which the *Omer* (counting of days between *Pesach* and *Shavuot*) was counted.

## What does the school do well what does it need to do better?

### Quality of Jewish Education

- The school's Jewish curriculum intent together with its implementation and impact is outstanding. It provides memorable experiences and rich opportunities for high quality learning for all students, including those with additional needs, and those from different religious backgrounds. One Year 13 student told inspectors that "it is amazing, the way they teach Jewish education at JCoSS and incorporate it into daily life. When I went to Israel and Poland with the school, I felt more connected to my Judaism. I had heard the stories, but when I visited the locations, they made a huge impact." Another said that after being taught in school, "visiting Poland and the camps, was indescribable, surreal, and so difficult to comprehend." One student commented that 'Poland helped give me a greater understanding of the Holocaust. With maturity, I was able to explore the religious side in a more adult way. I did what I felt comfortable with, although the camps were overwhelming.'
- In Year 7, parents are given the option to enrol their children on the Key Stage 3 *Beit Midrash Programme* where students who are motivated and interested in a deep learning of Jewish texts have the opportunity to "explore and encounter the full range of Jewish tradition, in all its multiplicity and richness." In one Year 7 *Beit Midrash* lesson that inspectors observed, in relation to the school's emphasis on promoting *Machloket* (i.e., discussion and reflection), a student commented to the inspector that "the teacher lets us challenge what he says, as long as we back it up." Another innovative addition to the Key Stage 4 curriculum is the HPQ (Higher Project Qualification). This qualification enables students to produce their own independent project which will be internally assessed and then moderated, and at JCoSS, students need to select a project with a Jewish theme. A complete range of titles was selected by the students to meet their own interests. Projects included, "What is the best way to honour the memory of the Windermere Children," "What is the purpose of the *Siddur* (prayer book) and prayer?" and, "What are the most iconic *Mossad* (Israeli Secret Service) missions, and how they impacted on Israel," A parent commented that "I was particularly encouraged with my older child, with the opportunity for him to study for an HPQ in Jewish Studies – excellent use of his time and development in Jewish Studies."
- As a feature of the school's outstanding Jewish education, the *Talmudic* (oral Jewish Law) quote "*Elu v'Elu Divrei Elokim Chaim* (both this and this are the word of the Living God) is a backbone of many of JCoSS's Jewish learning experiences. A very good example was shown during the Year 10 *Yom Ha'atzmaut* debate on the "Settlements *Machloket* - whether the Jewish Settlements in the West Bank should be disbanded or not?" The Directors of Jewish Life and Learning spoke passionately to the students (each Director took a different viewpoint), putting forward their arguments for and against the motion. The students had many opportunities to discuss this question, and come to their own conclusions, having considered a variety of learning materials presented throughout the morning. The activity concluded with all the Year 10 students returning to "the Heartspace," (this is the big communal space as you enter the main building where important school events and times for reflection take place) and casting their vote as to which side of the argument they agreed. Other examples of *Elu v'Elu* have included debates about "Is God real?" and "Do Jewish people have to eat kosher food?"
- It is evident that Jewish education teachers have a very firm and consistent understanding of the intent of the school's Jewish curriculum. When inspectors spoke to teachers about the Jewish education curriculum, they knew what was expected of them in each Year group. The Jewish curriculum, as well as other studies, enhances students' spiritual development and their well-being. Year 7 students told inspectors that they debate things like 'is God real' and they give their points of view and back these up from a variety of sources. A Year 11 student mentioned "however religious one is, it doesn't matter at all, because everyone has the same opportunity to learn."
- The Quality of Jewish Education at JCoSS is outstanding. In 2022 (first exams since the pandemic), 95% of A Level students achieved grades A\* - C in Religious Studies (RS), with

74% of students achieving grades A\* - B. IN GCSE RS, 87% attained grades 9 – 5, with 87% achieving grades 9 – 7. JCoSS students achieve excellent results in their public examinations, because of high quality teaching and learning, but also because their progress is carefully tracked throughout the school, by teachers and school leaders. In Years 7 and 8 all students are given grades (A – D) for “Engagement, Attitude, Behaviour and Effort, and these all appear on the tracking sheet to monitor progress. In Year 9 “Target Grades” are added to show how a student is performing measured against GCSE criteria. For example, one student’s tracking data observed, went from grade 5 to 6 in Year 9, and in Year 10 progressed to a target of grade of 8, and a grade 9 by the end of Year 10. This was maintained in the GCSE in Year 11. This student is now taking A Level RS.

- An outstanding “intervention” programme is in place in GCSE Years 10 and 11, and in the Sixth Form, and is linked to the tracking programme. All students, including those with SEND, are carefully monitored, and if they fall below their target grade, an intervention will be put into place. For example, the issue recorded for one student, was “low confidence, finds remembering content difficult, coupled with a lack of motivation,” and the subsequent intervention strategy “one to one support in revision lessons, revision material on Teams, resulted in “renewed effort in lessons, and now seems to be revising independently.”
- Students with Special Educational Needs and Disabilities (SEND) benefit from input and guidance from the school’s Special Educational Needs Co-ordinator (SENCO). The Faculty of Jewish Education is on par with all other departments in the school in its provision for SEND students. Information about assessment and best practice to support the specific individual needs of SEND students are shared with all teachers. In each observed Jewish education lesson, the teacher had available, a seating plan, with all the necessary information about students in the class with SEND needs, and strategies to assist their teaching and learning.
- Inspectors observed a number of outstanding lessons. For example, in one Year 7 Informal Jewish Education lesson, students were asked to consider what they understood by the expression “*Tikkun Olam*” (Repair the World). They also had to consider the idea “What is *Tzedek Tzedek Tirdof* (Justice. Justice you shall pursue.) and try to understand what makes the world a fair place?” One student told the inspector that “In order to achieve *Tikkun Olam*, you need to start by repairing yourself.” Another said that “repairing yourself could be you alone, but one person cannot repair the whole world.” At the end of the lesson a real “wow” moment from a student was observed, that linked the school ethos with the lesson.” The student said, “to stop war, more people need to be *Mensches*.”
- The work given to students over time, and across the school, consistently matches the aims of the Jewish curriculum. Assessment for Learning is embedded in the Jewish Education Faculty’s assessment of students’ progress, with marking, questioning and class discussion used as formative assessment. Scrutiny of books and files showed that marking was consistent across the year groups. Work was well marked, and feedback was comprehensive, with students being given the opportunity to respond to the teacher’s comments. The green “feedback tracker” pasted into the front of each Key Stage 3 exercise book was used well, to record assessment marks and monitor the students’ progress. Another feature of work looked at, was the opportunity given to students to respond to teachers’ comments.
- JCoSS graduates know the value of learning as a life-long enterprise. They have learnt how to be *Mensches*, the value of *Machloket*, and how to respect differences. For example, the theme of *Machloket* runs through the Year 13 IJE curriculum, where topics include the “Qatar World Cup,” and “Assisted Dying.” They have engaged with their Jewish heritage, and respect others through being compassionate, understanding and empathetic. A Year 12 prefect told inspectors that “JCoSS feels like a community, especially on days like *Yom Ha’atzmaut*. He said, “it’s nice to be in a Jewish Community, it feels safe here, and there is no inequality.” Another student explained that the “progressive outlook means everyone respects one another, it doesn’t matter whether you are religious or non-religious, being a *Mensch* is a big part of the school, it’s a core value.” The students all said, “we will 100% take this with us when we leave.”

## Jewish Personal and Spiritual Development

- The quality of Jewish Personal and Spiritual Development is outstanding because students are encouraged to think deeply and to connect their Jewish learning to other areas of Judaism, as well as to life outside the classroom and school. They develop the skills and personal qualities necessary for living and working together both as a school community, and in the wider society. Whatever the Jewish topic, the curriculum and its implementation include reflective processing and developing wider knowledge of Jewish perspectives on what is taught. One Year 12 student shared that “I came from a non-Jewish background, knew little about Judaism, and the whole experience helped me understand myself and my identity.” A key element that makes Jewish Personal and Spiritual Development outstanding at JCoSS is the seamless way in which lessons are taught, offering the openness that students seek, while ensuring that they also gain a solid understanding of the Jewish point of view.
- The way the school goes about developing students’ Jewish character and values is exemplary and is worthy of being disseminated widely as an example to other schools. A member of the IJE team said that “our aim is to inspire, to touch, and to include every child in the school, and they are fully aware of this.” The Directors of Jewish Life and Learning commented that the value of *Menschlichkeit* (being a *Mensch*) permeates Jewish values throughout the school, promoting an environment conducive to the students’ outstanding Jewish, Personal and Spiritual Development.” The Directors of Jewish Life and Learning also said that you “shouldn’t shy away from difficult conversations. The pluralist approach means you should hold your view but appreciate the views of others. Students enjoy lessons, can express doubts, but have conversations in all aspects of JE. The faculty is made up of staff with a range of religious backgrounds.”
- The quality of Jewish Personal and Spiritual Development is outstanding because students are encouraged to think deeply and to connect their Jewish learning to other areas of Judaism, as well as to life outside the classroom and school. They develop the skills and personal qualities necessary for living and working together both as a school community, and in the wider society. Whatever the Jewish topic, the curriculum and its implementation include reflective processing and developing wider knowledge of Jewish perspectives on what is taught.
- The school consistently provides enriching Jewish experiences in a coherently planned way, that takes the students step by step through the formal and informal curriculum, and through developing their relationship with God, with people and the world around them. For example, the *Beit Midrash* Programme in the formal curriculum, gives students the opportunity to explore a variety of Jewish texts, and the Informal Jewish Education Programme (IJE) includes *Yom Tzedakah* (Charity Day), and educational quizzes in Year 7 on Jewish themes.
- All members of staff, whether Jewish or non-Jewish, are excellent role models for students’ behaviour, attitude and spiritual development. The Directors of Jewish Life and learning commented that “the Jewish ethos permeates everything, including the respect for who you are, and it cascades through the school.” In addition, there are a few members of staff who are ex-students, and went into teaching and returned to JCoSS because of the values embedded in them when they were students. The Directors of Jewish Life and Learning also said that “the students take what they learn at JCoSS, including their spiritual journey, and make it part of their future.”
- Students’ behaviour is outstanding throughout the school. The *Yom Hazikaron* assembly for example was highly moving and demonstrated the excellent conduct of every single student. When they were asked to stand for *Hatikvah* (Israel’s National Anthem), they did so in absolute silence with the utmost respect and continued to be silent whilst being dismissed to lessons. Excellent behaviour was also seen during the *Yom Ha’atzmaut* lunchtime fair, when students queued up and waited patiently at the various stalls. Students value adults, peers and their learning, also showing respect for differences in religiosity, beliefs, opinions and ways of being.

This was observed in formal lessons, during the informal education programme and in interviews with students.

- Most students exhibit a keen awareness of the spiritual and display high levels of personal conduct. For example, a Year 7 student told inspectors that on a recent *Shabbaton* (Sabbath event), “we were praying to God? in the woods, and it was a really calm experience for me.” A Year 13 student mentioned to inspectors that “on the Year 9 Israel trip, we went to the *Kotel* (Western Wall), and seeing the Wall, made me want to put on *Tefillin* (phylacteries). I wanted to try. I felt closer to God, and I wanted to connect to God.”
- The school ensures consistently high participation in a range of extra-curricular activities that offer personal and spiritual fulfilment. Each year group has the opportunity to vote on a chosen charity, such as Norwood and Jewish Child’s Day, where for example, Year 7 students took part in an Art competition (where the winning card would be chosen as the Jewish Child’s Day *Chanukah* card), and the Yoni Jesner Award (Yoni Jesner was a youth worker who lost his life in Israel as a victim of terror). Students also decorated *Kiddush* (sanctifying the Sabbath) cups for Norwood (residents to enjoy for *Shabbat* (Sabbath). JCoSS also has drop-down days throughout the year, during which the students are encouraged to wear non-school uniform and give a donation to a charity that reflects the importance of the day. Work has also been done in partnership with Jewish Care and Livingstone Primary School, taking small groups of students on a weekly basis to volunteer with young children, and elderly people with dementia. The feedback from Jewish Care described how much the young volunteers had boosted the residents’ well-being and their mental health.
- The school provides outstanding opportunities for spiritual development and growth in informal sessions and extra-curricular activities. These activities include *Shabbatonim* which are arranged during the year. The Head of Informal Jewish Education mentioned to inspectors that “seeing how the students were interacting at the beginning and at the end of the *Shabbaton* was very noticeable.” Inspectors were told that the religious and spiritual aspects of the *Shabbaton* are key features of the experience which are greatly enjoyed by students and impact hugely on their personal and social development. Inspectors were also told that the success of the *Shabbaton* was due to the inclusive nature of the way *Shabbat* was celebrated. “One student mentioned that “the *Shabbaton* was really enjoyable, because of the opportunity we had to connect to God in our own way.”
- One of the school’s aims in its Collective Worship Policy is to celebrate all that is good and beautiful, and express thankfulness for the joy of being alive. Opportunities for communal worship across the school are varied. The school enables students to address spirituality and the understanding of God, by learning more about the Jewish faith and worship. Assemblies include a moment of spiritual reflection when students can think about important current issues. An example was seen as part of the *Yom Hazikaron* assembly, when one of the *Shinshinim* (Israeli scouts spending a year teaching Informal Jewish Education at JCoSS) reflected on her grandfather’s experience in the Israeli army during the *Yom Kippur* (Day of Atonement) War, and the gratitude her grandfather expressed as a result of these experiences.

## Quality of Leadership and management:

- Students at the school benefit from outstanding leadership and management because the leadership of the school, including governors, communicates the school’s essence, a strong commitment to high standards of work, and to the students’ spiritual development and well-being. Together with the Jewish Education staff, Senior Leaders have developed a shared clarity of where they want the school to be, beyond the short term. The school encourages debate and dialogue in a respectful and meaningful way, and the words *Elu v’Elu Divrei Elokim Chaim*, reflect leaders’ commitment to teaching the students from a variety of opinions and perspectives. Leaders regularly communicate and discuss the school’s ethos with staff and students. Members of the school community know and understand what it means to be a



*Mensch*, and they strive to be one in all they undertake. Staff training often includes a discussion about the school's ethos and what it means to be a *Mensch*.

- The school's governors have a key monitoring role in the school and provide outstanding support and challenge to the Senior Leadership Team. For example, governors review performance on a termly basis, and each year, the Directors of Jewish Life and Learning report directly to Governors' Meetings and attend the termly Ethos Committee Meetings. Last year governors introduced a "Strategy Day" for the Ethos Committee, where the vision for the ethos of JCoSS was discussed and kept under review. Decisions are then fed into the school's Improvement Plan.
- The school's leadership ensures the school receives focused and highly effective professional development, and there is always a "whole school" Continuing Professional Development (CPD) focus. Jewish education leaders make sure that Jewish education staff are well trained in all aspects of their roles. All Jewish education teachers are given CPD. Leaders use performance management effectively to inform them about the quality of teaching and improve outcomes for students. The information is used to plan well-targeted, whole-staff and individual training which meets specific needs. For example, the National Professional Qualification for Headship (NPQH) is currently being undertaken by two members of staff. One staff member is taking the new National Professional Qualification for Senior Leadership. Other members of staff are supported by the school in taking Masters' Degrees and other additional professional qualifications.
- The commitment and determination of leaders to strive to make JCoSS Jewish education the best it can be, is evidenced in the Jewish education's self-evaluation document. Leaders know their school very well, and their Jewish Education Improvement Plans show their determination to remain focused on continual improvement. For example, Jewish education leaders are in the process of bringing in a new Key Stage 3 Jewish Education curriculum. This curriculum was introduced in September 2022, and will be fully operational by September 2024.
- The Headteacher, Directors of Jewish Life and Learning are outstanding educators. They model excellent practice in academic and spiritual matters, and work successfully to monitor, improve and support teaching. They encourage staff to be enthusiastic and challenge their efforts and skills to good effect. A Year 13 student interviewed by inspectors said "it is amazing the way they teach Jewish education. The Directors of Jewish Learning and Life, have had such a big impact on my life." The Staff Questionnaire said that nearly "100% of staff are proud to be a member of staff at this school," and that 100% said that leaders do all they can to support teaching and learning." Jewish education leaders are outstanding classroom practitioners, and nearly 100% of staff said that "the school is well led and managed in Jewish education."
- All Jewish education leaders have an excellent understanding of the strengths, needs and areas for development, in all aspects of Jewish education. Nearly 100% of staff feel that their well-being needs have been supported by the faculty, including during the pandemic. Parents are extremely positive about Jewish education. For example, nearly 100% said that throughout their child's time at school, he/she has a good understanding of Jewish values, and that they would recommend the school to another parent.
- The Jewish education staff feel very comfortable with all aspects of safeguarding. The school clearly follows safeguarding protocols, and 100% of staff said they feel that children are safe at JCoSS. They said that the school makes appropriate provision for their professional development in safeguarding.
- The Directors of Jewish Life and Learning have an outstanding understanding of the strengths and areas for development in all aspects of the school's Jewish education, as evidenced in the Self Evaluation Forms (SEFS). The implementation of the new Key Stage 3 Jewish Education Curriculum is an excellent example that is mentioned in the SEF, together with developing the impressive GCSE intervention programme. In terms of IJE, the SEF refers to "increasing the number of students taking the HPQ as an option in Years 10 and 11 and linking the IJE programme with subjects being studied at A Level."
- Year 12 prefects are very much encouraged to take on leadership roles, and one commented that "JCoSS has given me the confidence to want to lead." A number of Year 12 prefects

talked to inspectors about the Year 12 optional JCoSS Leadership Academy Programme, which forms part of the IJE sixth form provision. One Year 12 student said that there are “leadership opportunities working with younger year groups. For example, on *Pesach* (Passover) and *Purim* (Festival commemorating Esther, Queen of Persia who saved the Jewish people) we have organised activities for break time and lunchtime, there were sessions in the day, and the Head Student team judged a talent show.” Another prefect said that “JCoSS gives us the confidence to teach about Judaism. Now we are building our leadership characteristics, and what I found so enjoyable was putting the Leadership Programme into practice.”

## What does the school need to do to improve?

- Embed and evaluate the new Key Stage 3 curriculum, which was introduced in September 2022, and which will be fully operational by September 2024.

Statutory requirement for a daily act of collective worship ( <i>Tefillah</i> )	Met
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## Summary of Questionnaires

### Pikuach invited parents and carers of pupils at JCoSS to complete a questionnaire about their views of the school.

The comments below encapsulate their views:

- JCoSS is an incredible school, which encourages a positive attitude to be held by its students.
- Good communication from the school, good behaviour management, any problems resolved quickly.
- It’s hard to know, as she tells us very little about school.
- The support, enthusiasm, care and teaching are absolutely first rate.
- Fabulous ethos puts Judaism at the heart of the school, pluralist and inclusive.
- I always think, from a learning perspective, there can be more.
- Outstanding Jewish Studies team, encourage kids to strive to learn and do their best.

### Pikuach invited students at JCoSS to complete a questionnaire about their views of the school.

The comments below encapsulate their views:

- Accommodating to all students, Jewishness not forced into a particular mode.
- I didn’t come from a Jewish primary school, and the Jewish environment, helps me explore identity.
- Be a good person, a mensch, one of the first things I learnt at the school.
- Feel appreciated. They teach in an interesting way, sharing of personal stories. Teachers always find a way to make things interesting and will give you time. Students can give any viewpoints, and teachers are happy to help.

**Pikuach invited members of staff at JCoSS to complete a questionnaire about their views of the school.**

The comments below encapsulate their views:

- Staff have high expectations of students and there is a clear rewards and behaviour policy and structure that all staff follow and are aware of.
- Jewish Education teachers are exceptional professionals.
- Everyone is supportive and collaborative.
- Fantastic dual leadership model with Director of Jewish Learning working alongside the Director of Jewish Life – i.e., formal and informal Jewish education.
- Fabulous ethos, put Judaism at the heart of the school. Pluralist and inclusive.

## **GLOSSARY**

### **WHAT INSPECTION JUDGEMENTS MEAN:**

<b>GRADE</b>	<b>JUDGEMENT</b>	<b>DESCRIPTION</b>
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.