

Pikuach

Governors Session 27/06/23



Pikuach Inspections

1. To consider what Pikuach would seek to find in your school with the changes and why.
2. To help understand the criteria of JP&SD 'from 'doing to being' activities
3. Q&A session for governors to feel clearer about Pikuach and how it now inspects their school to include JP&SD .

Please download the Pikuach handbook from our website

pikuach.org.uk

The core principles for a *Pikuach* inspection

► A *Pikuach* inspection seeks to start from:

- a) what, if any, knowledge, skills, understanding and attitudes the school seeks to impart to its pupils that enable them to enjoy their Jewish Studies and to function as motivated, knowledgeable and skilled participants in Jewish religious and communal life, and in the wider community; and
- b) what, if anything, the school seeks to do to promote the development of its pupils' spiritual personality and well-being in order for them to be inspired by Jewish faith, by awe and wonder at the created world, by concern for all humankind and by a desire to live as a sacred people.

What you think makes a good inspection ?

List some of your ideas

Not everything changes

- ▶ Inspecting a school against its own criteria
- ▶ Quality of Jewish Education
- ▶ Leadership, Governance & Management
- ▶ Schools still Preparing for the Pikuach Inspection Process
- ▶ Participation of the Headteacher or Senior Staff in Joint Lesson Observations and Arrangements for Verbal Feedback
- ▶ Meetings of Inspectors with School Leaders
- ▶ Reaching Final Judgements Overall Effectiveness
- ▶ Providing Inspection Feedback

Jewish Personal and Spiritual Development

What is spirituality ?

Jewish Personal and Spiritual Development

- 1. To yourself**
- 2. Between others**
- 3. Connecting with the world**
- 4. Connected to the divine**

How can you look to introduce JP&SD more into the Jewish learning experiences at your school and in the classroom ?

Begin with ourselves understanding what it means to us and in your school .

Personal Spirituality

Connecting?

Internally- ‘being’ in conjunction with the ‘doing’

Head to the heart- feelings- connection to oneself

Links to yourself, to others, to the greater world to God

Why is this so important ?

How does it help you and your students ?

- 1. A Pikuach inspection moving forwards.**
- 2. JP&SD -Spirituality – The new bit –Why is this an important change for your school.**
- 3. Spirituality Activity - Spirituality between others - Connecting -Sharing a thought for someone else – listening, hearing responding - a blessing.**

In a pair chat to introduce yourself .

One person discusses something that has been difficult for them recently (it doesn't have to be anything personal if you don't want it to be). The other person takes a few minutes to listen to what has been said and thinks of a blessing to give them. Tell them what that blessing is. Repeat the process for the other person.

Connecting to or Between Others

- Moving from ourselves to think about someone else
- Thinking/reflecting about an issue something we want need help with something.
- Listening to the other person , hearing what they are saying
- Empathising
- Considering what they need and want
- Providing the other person with a few words to support them

How does it make you feel ?

How does it make them feel ?

How does this connect you to your Judaism?

Pikuach's framework has broken JP&SD down in to 4 main areas that each school determines level of focus on.

Just as each school chooses its own ethos aims and objectives for its students, it also identifies and drives the focus of connection to each of the 4 strands

These four stands are not separate to other aspects of the school , the opposite they should permeate throughout the school.

A school may select any one area as a specific focus, a combination of the four or all four strands.

These areas could be found through many different pupil experiences within their school life e.g. in prayer, a lesson, an informal learning activity

This linking up of their ‘Heart to their Head’ is part of a pupil connecting with themselves, with others ,in the world around them, and the divine presence in the world.

JP&SD- Four Strands

- אמונה Acknowledging the Divine

The Connection between God and our World E.g. To give thanks to something greater than themselves

- צלם אלקים Awareness of the spiritual in all

The Connection between Human Beings E.g. Can they realise that their actions can give rise to certain feelings in others; for example, happiness, pain, gratitude, envy.

- מירא Experiencing spiritual awe and wonder

Awe and wonder at the world around them

E.g. Picking up litter, recycling, reduce pollution ,looking after their world, Hashems world, ‘Tu Bish Vat’ planting trees growing things contributing to the world around us

- קדושה Experiencing holiness in everyday life

The Connections in Practice, to what extent pupils find meaning through being spiritually intelligent and expressing themselves in spiritual activities or restraint E.g. Prayer

Pikuach Changes- Approach to inspection

Three key judgement areas:

1.Quality of Jewish Education

2.Jewish Personal and Spiritual Development

3.Leadership and Management

This leads to a final grade:

Overall Effectiveness

Main changes – To Procedure

- ▶ Department for education allows and extension from 5 years to 8 years for the most recent s48 report
- ▶ 5 working days' notice instead of 1 day.
- ▶ All stakeholders have a greater voice
- ▶ We aim to clear the backlog by 2025
- ▶ We are letting all schools know the year in which their inspections will hopefully take place.

The most significant change

Jewish Personal and Spiritual development

Pikuach is shifting its focus from inspecting the acquisition of Jewish knowledge to the impact Jewish learning makes on young Jewish lives. Pikauch believes that our children need to find an emotional connection to their learning and recognise its personal relevance. If not everything they learn will remain detached from their lives.

This doesn't mean we will not be inspecting Jewish knowledge and practice.

We regard the inspection process, as a partnership between Pikuach and Jewish schools, working together to provide a rich and meaningful educational experience for future Jewish generations.

In order to nurture these generations, it is hoped that this new handbook will help us to measure how far and effectively a Jewish school promotes the twin purposes of '**to be, as well as to know**' – **Connecting the Child's head and their heart**

Reports

We have changed the style of a Pikuach Report

New Focus: What it is like for a Pupil to attend this school?

Previous Style

- The school's Jewish Studies curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning and wider personal development and wellbeing.

New- Pupil Focus Style

- Pupils have memorable experiences and rich opportunities for high-quality learning, as well as wider personal development and wellbeing, as a result of the school's Jewish Studies curriculum.

The school's voice - Pupil/Student/Staff

Now

- ▶ Surveying pupils/students/Staff electronically
- ▶ Surveying staff electronically
- ▶ Surveying parents electronically

Pupil Survey

- ▶ Primary level - Years 5-6.
- ▶ Secondary level - Years 9-10.

Questions in Handbook. Appendix 5 p. 70

All schools should have received a hard copy of Handbook.

The Handbook also **online at : pikuach.org.uk**

Ask your SLT what it looks like, bringing JP&SD into the classroom learning?

- What does it mean for educators on a connected spiritual level?
- Linking the learning to themselves .
- Thinking about the learning from a ‘being’ perspective for the students.
- How can your educators get the students to reflect think feel about things for themselves?

Showing the students how we consider reflect feel about things how we seek to improve .



Additional support slides below .

Pikuach Inspections

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In order to nurture these generations, it is hoped that the new handbook will help us to measure how far and effectively a Jewish school promotes the twin purposes of 'to be, as well as to know' –Thinking and feeling - **Connecting the Child's head and their heart**

Why this focus?

In order to flourish in a Jewish society, our children need to find an emotional connection to their learning, and recognise its personal relevance. If they do not find this, everything they learn will remain detached from their lives.

(Pikuach Handbook)

Generation Alpha

- ▶ The current generation, is a savvy generation.
- ▶ What it learns Jewishly has to have both meaning and relevance.
- ▶ If we don't meet both the intellectual and spiritual needs of this generation of Jewish children, we are likely to lose them.

What is your school doing to develop their children's spiritually

Prospectus statements

- *Our pupils are offered an outstanding education through excellent teaching, tracking, interventions and spiritual, moral and cultural opportunities. We aim for all of our pupils to develop a love of learning, and to enjoy their education.*
- *'We are very proud of our academic success, as well as our outstanding spiritual, moral and social education. This enables us to produce positive and responsible young citizens, who leave Year 6 passionate about life-long learning'*

Pikuach question: What is it you do to make your spiritual education outstanding? What criteria do you use to make that evaluation?

- *Jewish education is at the heart of all we do, enhanced by British values, enabling pupils to celebrate what it means to be Jewish as well as exploring other faiths.*

Pikuach question: What do you mean by Jewish education being at the heart of all you do? How does it relate to secular subjects?

What are schools doing to develop their children's spiritually?

- We welcome every Jew, create a sense of belonging and prepare our students for lifelong Jewish learning, spiritual growth and religious practice. Our teaching and learning inspires our Jewish students to engage actively with Jewish texts, to experience and participate in Jewish practice, and to connect with God through tefillah (prayer) and mitzvot (commandments and good deeds). All our students should be prepared to engage actively in lifelong learning, social and environmental action and consider their responsibilities as future citizens.

Pikuach question: How do you prepare your students for lifelong learning and spiritual growth?

Pikuach question :What is it that you do that inspires your Jewish students to engage actively with Jewish texts?

Pikuach question :How do you measure whether they have connected to God through tephillah?

Legitimate questions for schools

- You may know how to convey the material, to insert Jewish knowledge into open minds. But what are you bringing into their hearts, their souls, and their lives?"
- What's the ultimate purpose here – to know more, or to be more or the combination of both?
- Are your Jewish educators, not just interested in how much our students learn, but how deeply they bring the learning into their lives?
- How can they bring Jewish learning from the mind to the heart? How can we teach Jewish texts so that they will be soulfully transforming for your students?

Transition – Shift to the new framework

- We acknowledge that this shift is not easy but it's necessary if we want our children to continue their Jewish journey into adulthood
- A shift of this magnitude will take time
- We will want to know what schools are planning in this key area.

Next steps

- We've already seen some examples of good Jewish Personal and Spiritual Development in schools.
- We will be offering further training to Heads Jewish Studies Leads and educators .
- If you need more information, feel free to contact janine.rose@pikuach.org.uk

Equality of provision

In making judgements, inspectors will consider whether the school's provision for Jewish education is equally meaningful for both boys and girls. This does not mean that inspectors will always expect to see the same curriculum content for both male and female pupils, but in cases where the content does differ, the quality of Jewish education provided should be the same.

Key Area 1: The Quality of Jewish Education

Inspectors consider

► the extent to which the school's Jewish curriculum sets out the knowledge and skills that pupils will gain at each stage (*intent*)



- the way the Jewish curriculum is taught and assessed to support pupils to build their Jewish knowledge, and to apply that knowledge as skills (*implementation*)
- the outcomes that pupils achieve over time as a result of the Jewish education they have received (*impact*).

Quality of Jewish Education

- **Intent** the curriculum
- **Implementation** - teaching and assessment
- **Impact** - the resulting outcomes

Examples of Grade Criteria for Quality of Jewish Education through Curriculum

Intent (Good)

The Jewish curriculum encourages well-organised, imaginative and effective opportunities for learning through a broad range of experiences which contribute well to the pupils' Jewish knowledge, skills, spiritual development and well-being.

Implementation (Good)

Teachers create a positive environment that allows pupils to focus on their Jewish learning in an atmosphere of respect and inclusion, irrespective of their background, gender, religiosity and culture .This promotes among pupils a positive attitude towards Jewish education and learning.

Impact (Good)

Pupils develop some of the following skills in Jewish Studies/ Education: enquiry, analysis, interpretation, evaluation, reflection and curiosity.