

About Sacks Morasha

Sacks Morasha Jewish Primary School is a modern orthodox Jewish primary school that promotes educational excellence for all pupils, a commitment to orthodox Jewish practice, a love of and commitment to Israel and active involvement within the Jewish community, the British community and the wider world.



History of the School

Sacks Morasha Jewish Primary School is a Finchley success story. It was the brainchild of several Finchley families who recognised both the need for a new type of modern orthodox school and to have a local Jewish school serving the demands of the Kinloss community.

The school opened in 2008 with just seven pupils and was housed in both Moss Hall and the Finchley United Synagogue before moving in 2013 to its new site in Stanhope Road, North Finchley. It was initially a private school, but became a voluntary aided school in 2013 under Barnet Local Authority.

Sacks Morasha has grown in popularity and reputation and now has over 200 pupils. The school has always prided itself on being a nurturing and warm community school, passionate about achieving excellent results in both Chol and Kodesh. It is a school that recognises the importance of being part of the wider and global communities. We pride ourselves on our innovative approach to education, integrating where possible between Chol and Kodesh to provide meaningful links between the two subjects.

Meet our leaders

Sacks Morasha is very fortunate to have experienced and dynamic teachers leading the school.



Mrs Hayley Gross
Headteacher

Mrs Gross was originally a qualified solicitor in the City before changing career to teaching in 1999. She joined Sacks Morasha at its inception in 2008 and ran a successful, integrated Reception class, leading to an award of an outstanding Early Years in the school's inaugural Ofsted. Mrs Gross was appointed our first Head Teacher in 2011 and oversees both Chol and Kodesh, ensuring high standards of teaching, attainment and progress across the entire curriculum. Mrs Gross has a hands-on approach to the school. She can often be found supporting teachers in the classroom and is very approachable to all pupils in the school. Mrs Gross takes pride in knowing all the children and ensuring that they thrive in all areas of school life, both academically and socially.



Mrs Miriam Kaye
Deputy
Headteacher

Mrs Kaye joined the school in September 2012. She is the Deputy Head and SENCo (Special Educational Needs Co-ordinator). Mrs Gross and Mrs Kaye work closely together ensuring high standards of teaching and learning for the children, as noted by Ofsted in its 2014 report. Mrs Kaye oversees the school's rigorous assessment cycle and ensures all children's individual needs are met, including the special individualised educational needs of those children with specific difficulties. As well as her role at Sacks Morasha, Miriam lectures for the BA in Jewish Studies programme at the London School of Jewish Studies (LSJS).



Mr Justin Kett
Head of Kodesh
and Deputy
Headteacher

Mr Kett joined Sacks Morasha in January 2014. Combining the roles of Head of Kodesh and Deputy Headteacher, he leads our Kodesh Team and is responsible for ensuring that our children understand and learn our Jewish culture and values, and that they develop a love for Judaism through all the customs and traditions that make Judaism so unique and special. His favourite part of each week is teaching Years 5 and 6 for some of their Kodesh lessons.

Mr Kett is responsible for, amongst other things, organising residential trips for our older classes, liaising with Jewish secondary schools for a successful school transfer, leading our choir and arranging a Shabbaton. He is active in the wider school mainly in supporting the SENCo with pastoral matters and organising wider school activities such as the choir and the Year 6 extra-curricular programme. Mr Kett also works with outside agencies such as Tribe, seed, GIFT and Streetwise to educate our children. Mr Kett has trained as a Pikuach inspector and supports the Jewish Teacher Training Partnership programme at the London School of Jewish Studies by mentoring student teachers.

The Sacks Morasha ethos

The Sacks Morasha ethos is made up of six broad pillars, and the second pillar – Valuing Every Child – is where our SMART values sit. We hope that this ethos statement helps parents understand our core principles and vision for the school, and that the SMART values translate this for our children.

The ethos is set in the context of Sacks Morasha being a modern orthodox school established primarily to serve the local community of Finchley United Synagogue (Kinloss) and under the auspices of the Office of the Chief Rabbi. Thus, it reflects orthodox Jewish belief and practice, embodied in the principles of Torah and Halachah, in a modern setting. These include encouraging and preparing for lifelong Jewish learning, spiritual growth and practice, mutual responsibility within the Jewish community and the wider world, and the importance of Israel in Jewish life. Jewish belief and practice are intended to permeate every aspect of Sacks Morasha's activities.



1

תורה וחכמה | Torah ve'chochma

we encourage a Judaism engaged with the wider world, combining our Torah mesorah (tradition) with secular wisdom and engagement with British society.

2

Valuing every child | we want our children to be confident and happy, combining self-belief with self-awareness.

3

We expect all our children to **achieve their potential** | We seek to facilitate children of all abilities to achieve their potential and to inspire our children with a love of learning, and become independent lifelong learners.

4

Creating community | both inside the school and beyond the school gate. We have strong links with the Kinloss community. We play our part in the wider Jewish community and British society as a whole.

5

Aiming for equality of opportunity | we promote equal opportunities for both boys and girls in Chol and Kodesh.

6

We are an accepting modern orthodox Jewish community school | which values observing Shabbat, kashrut (keeping kosher), the centrality of Israel within religious Jewish life, and the importance of Hebrew as both a biblical and a living language. We are warm and welcoming to all our families in the school.

1. Torah ve'chochma

- Our school curriculum promotes integration combining Kodesh and Chol wherever possible and appropriate.
- Children learn about current events – local, national, international.
- We teach an understanding of and respect for other traditions, faith, lifestyles and beliefs. We teach Torah (written and oral law) as the basis and source of Halacha.
- We equip our children with the tools and skills so that they leave at age 11 Jewishly literate and able to access and engage with Jewish texts.

2. Valuing every child

- Our assessment process combines class teacher and school leader insight to ensure that each child progresses from whatever their starting points.
- Promoting mutual respect among our children.
- We support each child to make maximum progress and attainment from whatever their starting points, ensuring their needs are carefully catered for.
- We teach our children how to keep themselves safe and secure.
- Our SMART values permeate all parts of school life and help us create a community of happy and confident children, striving to do their best in an encouraging atmosphere, who are proud to be British Jews, committed to Torah Umitzvot.

3. Achieving potential

- We facilitate children of all abilities to achieve their potential in all areas.
- We monitor our children's development and encourage their progress.
- We encourage children's academic, physical, emotional and spiritual development.
- We provide an outstanding, rich and meaningful curriculum focused on developing practical skills for life and academic knowledge.

- We seek to inspire a love of learning, creating independent lifelong learners.
- We equip children with contemporary skills such as digital literacy, critical thinking and problem solving.

4. Creating community

- We partner our parent community, encouraging a sense of social responsibility so that we can lead by example, to pass our values onto our children.
- We are engaged with our local synagogue community, Kinloss, as well as the wider Jewish community.
- We teach the children to understand and respect British values, and how they reflect our Jewish values.
- We also enable our children to understand the multicultural society in which we live and to be tolerant and respectful of those of all faiths and none, and of those whose lifestyles may be different from those to which our children are accustomed.

5. Aiming for equality of opportunity

- We aim for equality of opportunity for boys and girls across the whole curriculum, both Chol and Kodesh.
- We aim for equality of opportunity for girls and boys across all aspects of school life.
- We support pupils of all ability and ensure they have equal access to the curriculum.
- We aim to prepare all pupils to thrive and succeed in their next phase of education.

6. An accepting modern orthodox Jewish community

- The school promotes observance of Shabbat and kashrut by all families within the school community.
- We provide and promote an environment in which families are made to feel welcome and supported.
- We promote the centrality of Israel within Judaism and its traditions, and Jewish history and culture, including Hebrew as both a biblical and a living language.

Our SMART values

The Sacks Morasha ethos comprises 6 pillars, and our SMART values sit within the second pillar – Valuing Every Child.

We want to teach our children the core ideals in a playful, child-friendly way, and we've translated these into five memorable SMART principles.

These SMART values permeate all parts of school life and help us create a community of happy and confident children, striving to do their best in an encouraging atmosphere, who are proud to be British Jews, committed to Torah u'mitzvot.

Our SMART values are:

S שמחה | **SIMCHA**
We're happy when we're learning, we're learning when we're happy.

M מידות | **MIDDOT**
We are kind and we do the best we can in all areas of school life.

A אחדות | **ACHDUT**
We work together to make our school a community.

R רוח | **RUACH**
We all help make our school a lovely place to be.

T תורה | **TORAH**
Learning, thinking, living Torah.

Learning

Enabling pupils to excel and realise their full potential is at the heart of everything we do at Sacks Morasha.

Interactive, exciting and multi-sensory lessons are taught throughout the school and learning is individualised according to every child's needs. All lessons are differentiated for the children's varying abilities and interventions take place on a daily basis, enabling children to progress at a steady rate.



Chol (secular) and Kodesh (Jewish) education

Our teachers plan lessons to ensure that every ability is catered for, so that all children make progress and achieve their full potential. We are constantly innovating, with a special focus on integrating Chol and Kodesh education. We have developed a carefully designed intervention programme so that all our children's needs are catered for, both inside and outside the classroom, and not just in core subjects but in their emotional and social lives too.

We have built relationships with leading schools around the world to share best practice, learning resources and curricula. We encourage our children to develop skills in both Chol and Kodesh studies that will make them effective and reflective life-long learners.

An integrated curriculum

While our school day ostensibly consists of approximately 65% Chol studies and 35% Kodesh, many lessons are based on an integrated curriculum. This enhances the level of Chol and Kodesh teaching that we are able to offer, as well as making best use of the time we have available and ensuring that children have an understanding of the links between the two.

Ivrit, the living language of the Jewish people, is taught as a modern language in a dynamic and interactive way. It is our hope that our children will learn and use Ivrit not only to communicate and access texts, but also to enhance and explore their Jewish identity.

Learning styles

Learning styles are often spoken of at Sacks Morasha. We believe every child should be taught with ample opportunities to learn in a way that best suits them. All our lessons are taught using visual, auditory, kinaesthetic and tactile approaches.

Assessment & Pupil Progress

Please see the results of our Standardised Testing overleaf – these are government-initiated tests and initiatives designed to assess our children at various points throughout their time in primary school.

The tests represent a small part of the work we do to ensure all children leave Sacks Morasha ready for secondary school and beyond.

Standardised Testing takes place in Reception in terms of the Early Years Profile, Phonics Screening takes place in Year 1, KS1 SATs in Year 2 and KS2 SATs in Year 6. Pupils and staff alike should be congratulated for all their efforts and hard work in ensuring that every student does as well as they possibly can.

Early Years Foundation Stage

At the end of Reception children are expected to reach a 'Good Level of Development' (GLD), which is measured against the Early Learning Goals set out by the government. Children are defined as having reached a GLD at the end of the Early Years Foundation Stage (EYFS) if they achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; communication and language).
- The early learning goals in the specific areas of mathematics and literacy.

Phonics results

This involves the children being asked to read 40 words that are both real and nonsense terms. The children use their phonics to decode them. The national pass mark for the last few years has been 32 out of 40.

End of KS1 results

Pupils are assessed by their teachers over the year and take a test to back up the Teacher Assessment level given to the pupil. As of 2016 pupils received a grade of 'Working At' (WA), the expected level, or 'Working At Greater Depth' (WAGD).

End of KS2 National SATs results

Our Year 6 pupils take part in the End of Year 6 National Standardised Tests based on the New Curriculum and are given a Teacher Assessment grade in Writing. They also receive a standardised score between 80 and 120, with 100 being the minimum score needed to reach the expected level for the end of Primary School.

2017 summary of results

Early Years Foundation Stage (EYFS)

Good Level of Development (GLD)	2015	2016	2017
SMJPS	90%	93%	90%
Barnet	68.3%	69.3%	73%
National	66%	69.3%	70%

We ranked 1st in Barnet out of 84 schools for GLD in 2016. (All rankings for 2017 TBC.)

Phonics Screening

% of successful students	2015	2016	2017
SMJPS	97%	100%	100%
Barnet	79.5%	81.3%	84.9%
National	77%	80.6%	81.4%

We ranked 1st in Barnet out of 83 schools for Phonics in 2016.

End of Key Stage 1 Results (SATS)

	2015 SMJPS	2015 Barnet	2015 National	2016 SMJPS	2016 Barnet	2016 National	2017 SMJPS	2017 Barnet	2017 National
Reading	100%	92.1%	90.5%	96.7%	76.8%	74%	80%	77%	75.6%
Writing	86%	89.9%	87.5%	96.7%	68.1%	65%	76%	70.4%	68.2%
Maths	100%	93.6%	92.8%	100%	74.4%	62.6%	90%	76%	75.1%

We ranked 1st in Barnet out of 83 schools for reading, writing and maths in 2016.

End of Key Stage 2 Results (SATS)

		2016 SMJPS	2016 Barnet	2016 National	2017 SMJPS	2017 Barnet	2017 National
Reading	Working at (WA)	88%	70%	67%	89%	76%	71%
	Scaled score average	110	103.9	103	109	106	104
Spelling, punctuation, grammar	WA	80%	78.3%	72%	89%	83%	77%
	Working at Greater Depth (WaGD)	NA	NA	NA	NA	NA	NA
	Scaled score average	108	105	104	110	108	106
Writing (TA)	WA and WaGD	87.5%	88.6%	74%	82%	75%	76%
	Scaled score average	NA	NA	NA	NA	NA	NA
Maths	WA	88%	76.3%	70%	82%	82%	75%
	Scaled score average	108.08	104	103	107	106	104
Combined reading, writing, maths	Working at	80%	57.3%	53%	75%	64.9%	61%
	WaGD	NA	NA	NA	NA	NA	NA

We ranked 7th out of 77 schools in Barnet for our combined reading, writing and maths results in 2016.

Admissions

Sacks Morasha is a fun, nurturing school where all the teachers and pupils know one another. As soon as you walk through the doors you will see that it's a school that values and respects our core British Values, that we celebrate diversity and respect other cultures and religions, that we are passionate about our Kodesh education and that we want our pupils to be SMART in every way.



What makes Sacks Morasha different?

In our school, lessons are differentiated to the needs of every child, and we teach in a current and innovative style whilst still being passionate about upholding our excellent results. It's a school where we want all our children to succeed.

What our parents say they like:

- Our excellent teaching in Chol and Kodesh
- Our innovative approach to teaching
- Our cross-curricular links
- Our warm nurturing atmosphere
- Our commitment to Israel
- Our commitment to the pupils knowing about and respecting other cultures and religions

What our pupils say they like:

- Knowing everyone in the school
- Using laptops and iPads
- The teachers – who are fun!
- Taking part in the choir
- The lessons, which are modern and different

Where did our 2017 graduates go?

Haberdashers' Aske's Boys' School	1
JFS	14
Immanuel College	3
Hasmonean Boys and Girls	8

Yavneh College	1
City of London School for Boys	1
JCoSS	1
St Christopher's Girls	1

Apply for a 2018 place at Sacks Morasha

For full information see sacksmorasha.org.uk/admissions.

To apply to Sacks Morasha Jewish Primary School, two forms must be completed:

1. Common Application Form (CAF)

All applicants will need to fill in a CAF, where possible online. If you live in Barnet you must apply through the London Borough of Barnet. You can list up to six schools on your form, including schools outside the borough. If you live outside Barnet, you can still apply for Sacks Morasha but you must submit your application form to the council where you live.

2. Supplementary Information Form (SIF)

In the event that a class is oversubscribed, priority for admission to the school will be given to applicant families who have satisfactorily completed a SIF. Following consultation, the SIF requirements have changed and families will now need to gain points by meeting various criteria.

In order to gain 'priority' for your application you will need to gain THREE points out of a possible four points. Two points are available for attendance at an orthodox shul between June 2017 and 31 December 2017. If you attend shul at least 18 times, you will get two points. If you attend 14 times, you will get one point. (Please be aware that every shul will have their own system for recording points. It is advisable to contact your shul office for more information.) One point is also available for Jewish learning and another for volunteering.

In each instance, you will need to get the form signed by the relevant organisations for each section you fill in. Please ensure you leave ample time to get your SIF signed off before the closing date. Once fully signed off, please return the SIF to the School Office.

In-year admissions

Where space is available, we are able to offer in-year admissions to other year groups. If you are interested in moving your child to the school, please contact the school office – they will see if a place is available and will be able to advise you further.

Further assistance

Please email admissions@morashajps.org.uk if you have any questions about our application procedure and policy, or require help completing the application form. Emails sent to this address are kept confidential and are read only by the governor responsible for admissions and the School Office Manager.

Where an applicant cannot get their SIF signed for any reason, they should liaise with the School Office, who will seek to assist them further where possible.

Special Educational Needs (SEN)

As part of our policy to meet the needs of each individual child, we take account of any special educational needs or disability a child may have in order to make reasonable adjustments within the school to meet the child's requirements.

We seek to identify any special educational needs at an early stage so we can provide appropriate support for each individual child. We are an inclusive school and strive to meet the needs of all the children.

Additional Needs

There are occasions when children have additional needs requiring them to receive extra support. This support may be in the form of assistance from a dedicated classroom assistant, a specialist assessment (for example an Educational Psychologist), therapeutic intervention (for example Speech and Language Therapy or Occupational Therapy) or specialist teaching. There may very rarely be occasions, both before and after admission, where we feel that the extent of a child's needs are such that they would be better met in a different school. We would discuss this thoroughly and sensitively with parents and we would explore other avenues of support before coming to any decisions.

Barnet's Local Offer

The Local Offer from the London Borough of Barnet gives children and young people with Special Educational Needs and Disabilities (SEND) and their families information about education, health and care services, leisure activities and support groups in their local area. You can find out more about this on the London Borough of Barnet's website.

Pastoral Care

At Sacks Morasha, we believe in providing every pupil with support in all areas of need. If your child has a specific need, be it academic or emotional, we have a team of professionals to support them. If we feel your child needs a more tailored plan or approach, we will put you in touch with the right professional whilst taking advice to support your son or daughter in school. If you would like to hear more about how we can help you and your child further, please get in touch via the school office.



Food at school

All pupils have a hot kosher meal every day, which of course takes into account allergies or dietary requirements. This is currently provided by Barnet Kosher Catering Services, at a cost of £2.25 per child per day.

The Children and Families Act 2014 places a legal duty on all state-funded schools to offer free school lunches to pupils in Reception,

Year 1 and Year 2. This means that you don't need to pay for school lunch until your child reaches Year 3. We shall, of course, advise you if the law changes. If there are any financial concerns or you may be eligible for free school meals, you are welcome to discuss this with the School Office Manager in absolute confidence.

Children may bring in fruit, vegetables or plain crackers to eat during break. On Rosh Chodesh, to make an exciting difference and to recognise it as a special day, we allow children to bring in crisps. All food must be on the London Bet Din kashrut list and nut-free.



In addition...

Alongside their academic subjects, pupils at Sacks Morasha enjoy a wide variety of extra-curricular clubs, trips and events.

Clubs

Teachers and outside providers run a fantastic range of breakfast, lunchtime and after-school clubs, including netball, art, Playball, drama, running, capoeira (a Brazilian martial art combining dance, acrobatics and music), chess, football, learning to lein Megillat Esther, coding and choir. Our choir performs at prestigious events both inside and outside school, and our netball, football and chess players compete in various inter-school tournaments.

Trips

We believe that trips are a very important part of our curriculum to enhance learning. We endeavour to take our children on a minimum of two trips a year, which link directly into our curriculum. These trips can range from being academic in nature – for example, The Ragged School Museum in London's East End and Verulamium Museum of everyday Roman life in St Albans – through to trips to care homes to teach our children the importance of caring for our community.

Etgar

Etgar, meaning 'challenge', is a Jewish education programme that inspires a love of learning among children in Jewish primary schools. Etgar produces a richly illustrated handbook of Jewish general knowledge for every child in Year 5, culminating in an exciting, team-based inter-school quiz day in July.

Supporting our school

Finchley Jewish Primary School Trust (FJPST) is a charity registered with the Charity Commission (registered charity number 1121959), which supports Sacks Morasha in a number of ways.

FJPST owns and maintains the building, which it provides for the school's use during school hours. FJPST has obtained planning permission for a second phase of building works in order to provide the additional classrooms, office space and playground that the school needs as it grows.

FJPST also supplements the budget that the school receives from the government, so that we have both the teachers and resources needed to continue to provide a high standard of education. This includes funding the curriculum and teachers for Jewish studies, as well as additional classroom assistants and other resources and equipment required across the curriculum.

FJPST relies on donations from the parent body and the wider community to fund both the building works and the additional financial support it provides to the school each year. An important source of fundraising is the donations made by parents of children in the school, which are commonly referred to as "voluntary contributions".

FJPST is also the Foundation Body of Sacks Morasha, which means it appoints the Foundation Governors and is responsible for overseeing the school's religious ethos and direction.



Contact Us

School Office Opening Hours:	8.15am to 4.00pm
Phone:	020 3115 1900
General Enquiries:	office.manager@morashajps.org.uk
Confidential Admissions Queries:	admissions@morashajps.org.uk
Fees, Bursary Fund & Fundraising:	finance@morashajps.org.uk
Chair of Governors:	governors@morashajps.org.uk
School Times:	<i>The school day for all children starts at 8.40am, finishing at 3.30pm for Reception pupils, 3.40pm for KS1 pupils, and 3.50pm for KS2.</i>



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Sacks Morasha Jewish Primary School is a safeguarding school.
We are committed to ensuring the safety and welfare of all the children in our school.