



Prospectus 10/11





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Honorary Principal - Rabbi Ephraim Mirvis

Governors:

Chavi Abeles
Daniel Abeles
Rob Gershon
Simone Gershon (Vice Chair)
David Goldschmidt
Ian Kamiel (Chair)
Gillian Marantz
Ben Morris
Talya Morris
Adam Phillips
Anna Phillips
Leonie Sher
Suzanne Weiniger

Honorary President - Benjamin Perl MBE

Finchley Jewish Primary School Trust:

Chavi Abeles
Robert Gershon
Ian Kamiel
Jeremy Newman (Chair)
Adam Phillips
Howard Rubenstein
Peter Sheldon OBE



Our Vision

Our school will be a vibrant, inclusive, modern-orthodox Jewish primary committed to Torah values, Ivrit and fostering a strong positive attitude towards Israel.

We will work in partnership with families and the community to develop pupils to become responsible, committed members of the Jewish community and society at large. In an integrated environment of both secular and Jewish academic excellence, our school will nurture and encourage all of its pupils to achieve their full potential and become tolerant and respectful global citizens.

Why Morasha?

The word 'morasha' appears only twice in the entire Torah. The first occasion is in Parshat Va'era. Despairing at the hardship of the Jewish people at the hands of the Egyptians, Moshe asks G-d why he has been sent. In response, G-d promises Moshe as follows:

"And I will bring you into the land which I swore to give to Avraham, Yitzchak and Yakov, and I will give it to you for a morasha; I am the Lord".

The same word appears towards the end of the book of Devarim: "Torah tziva lanu Moshe; morasha kehillat Ya'akov" – Moshe commanded us Torah; a morasha of the congregation of Ya'akov.

What does this word "morasha" mean? It can be translated as "inheritance" or "heritage", but this does not give the full picture. After all, there are other words for inheritance – yerusha and nachala – why not use either of these words?

The answer lies partly in the difference between active and passive inheritance. Yerusha, certainly, and nachala – to a lesser extent - represent a passive inheritance, to be received and possessed and used as desired. Morasha is an active inheritance – something received on trust for the next generation, and carrying the responsibility to be passed on. The Torah is telling us that two things fit into this category: the land of Israel and Torah itself.

The Torah is our morasha, and we are duty-bound to pass it on as a living inheritance to our children. We hope that the new Morasha Jewish Primary School, named in reference to this ideal, will grow from strength to strength and prove a credit to the community.

Letter from the Honorary Principal

Dear Friends,

Vetalmud Torah keneged kulam – The study of Torah supersedes all other mitzvot!

These words of our Sages, which we recite daily in our prayers, encapsulate our traditional attitude to education. In a nutshell, they convey the unmistakable message: Jewish education must be the top priority of every Jewish community.

The Finchley communal landscape has been significantly enhanced since the advent of our wonderful Morasha Jewish Day School. Thanks to the initiative, drive, passion and professionalism of our founding trustees and governors, a wishful dream of many years has become a wonderful reality.

Morasha has already made a far-reaching, positive impact on the lives of many children and has enriched our community in a most significant way. Having been involved with the project since its inception, I am deeply impressed by the calibre of our teaching staff, the quality of the education they impart and the comprehensive knowledge and enthusiasm of our pupils.

I feel privileged to be the Honorary Principal of this truly outstanding school. I wish all at the school continued beracha vehatzlacha in all their future worthy endeavours.



Rabbi Ephraim Mirvis
Honorary Principal

Letter from the Chair of the Governors

Dear Friends

Since opening in September 2008 Morasha has grown rapidly. We opened with seven pupils, we now have 55 pupils in three school years with a further 25 children lined up to start Reception in September 2011.

Our exceptional management team Mrs Gross and Mrs Kanzen together with their dedicated team of staff have been instrumental in Morasha's rapid progress and achievements to date, building a formidable reputation for the school in a remarkably short time. Together with our Honorary Principal Rabbi Mirvis, they bring our vision of an integrated curriculum to life, enhancing its relevance for the children.

These outstanding achievements were documented in our first Ofsted inspection which took place in September 2009. We are proud to say that Morasha achieved either "Good" or "Outstanding" in all areas assessed. Particular praise was given to the Early Years Foundation Stage and Limmudei Kodesh curriculum.

Morasha has quickly established strong links with other schools. The pupils participated in the Chanukah Fair organised at Edgware Jewish Primary School and reciprocated by hosting a Purim Fair. Links have also been established with Moss Hall Infant and Junior School with joint activities including Moss Hall's Art Activity week and steel band concert, and Morasha's Kabbalat Shabbat party and making honey cakes together for Rosh Hashana.

Our parent body is heavily involved in the life of the school through the Parent Teacher Association (PTA), which organises social and fundraising events for current and prospective Morasha pupils and their families. We also have an active learning programme enjoyed by parents of the school as well as our innovative B'yachad programme that presents an opportunity for parents to learn together with their children. Our governing body also includes two Parent Governors, who play an integral part in shaping the future of the school.

As well as continuing to build on our achievements so far, we are working towards securing permanent premises for the school and significant work is being undertaken to achieve this. In turn we also intend on applying for Voluntary-Aided status.

Thank you for taking an interest in Morasha and I look forward to updating you on our progress on this and all other key developments as the school continues to flourish.



Ian Kamiel
Chair of Governors

Jewish Ethos

- We aim to provide a modern orthodox Jewish environment for our children that demonstrates a commitment to Torah values with a strong positive attitude towards Israel
- We aim to foster a strong Jewish identity
- We will instil in our children respect for and tolerance of all people
- We will teach Ivrit as a living language
- Our Jewish learning, traditions and culture will be under the guidance of the Honorary Principal Rabbi and will fall under the auspices of the Chief Rabbi of the United Hebrew Congregations of the Commonwealth

Academic Ethos

- We will provide a broad and balanced curriculum which aims to develop each child's progress and strive to achieve the highest possible academic standards
- The National Curriculum will form the basis of our curriculum which will be enhanced through relevant links to Jewish studies
- We will promote integration of Limmudei Chol (secular studies) and Limmudei Kodesh (Jewish studies) to enhance the relevance of their connection for each child
- We will encourage children of all abilities to reach their full potential
- We will provide equal opportunities in all aspects of the curriculum within the context of a highly motivated and academic atmosphere
- We will respond to the needs of the whole child spiritually, emotionally, physically, socially and intellectually
- Our school will create awareness within our children of their responsibilities to one another, their teachers and the wider community

The ethos of our school reflects our enthusiasm and commitment to providing the best education possible for our children

Community Ethos

- We aim to be a modern orthodox Jewish community school open to all those who wish their children to be educated in a modern orthodox environment
- We intend to foster good relationships with parents, governors and the wider community
- Family values will be an integral part of the school's ethos
- We will actively encourage parental involvement and will aim to facilitate a variety of family-based learning opportunities
- We are committed to lifelong learning
- Our pupils will be made aware of the wider community and the world around them



Learning and Teaching

Enabling pupils to progress and realise their full potential will be at the heart of everything we do. We will encourage our children to develop skills in both secular and Jewish studies which will make them effective and reflective lifelong learners.

We intend to offer a rich and diverse curriculum featuring approximately 65% secular studies and 35% Jewish studies. It is our aim that the curriculum is deeply integrated enhancing the learning experience and making it more relevant for the child.

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

Enabling pupils to progress and realise their full potential will be at the heart of everything we do

Curriculum

Our school curriculum is underpinned by the values that are dear to our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each child, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for what they are, and we treat them with fairness and honesty. We aim to enable each pupil to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Whilst we follow the National Curriculum, where it is appropriate we go beyond it in ways that take account of the talents of individual children and adapt it to enhance our Jewish studies provision (see 'Integration'). The school aims to meet the individual needs of the child, whatever their age, aptitudes, abilities and interests of that child.

Parent Partnership

We aim to work in partnership with our parents to provide the highest quality education possible for all of our children. We will welcome your involvement and will encourage you to take an active role in your child's education.

You will receive regular communication about your child's progress. Parents will also be consulted and kept informed of all of the school's developments. Parents will be provided with termly and annual reports on their child's progress. We also provide weekly opportunities for parents to speak to their class teacher at the end of the school day.

There are also structures in place for parents to have greater involvement in the school. Our PTA organises regular social and fundraising events, and our Adult Education committee attempts to provide rich and varied opportunities for parents to learn more about a wide range of topics.

Each year two parents are voted onto the governing body as parent governors.



Limmudei Kodesh

Morasha Jewish Primary School aims to provide a rich and relevant Limmudei Kodesh programme, through which children will gain a commitment to Torah values - a strong Jewish identity with a strong positive attitude towards Israel.

We have high aspirations for our Limmudei Kodesh teaching in Morasha. Upon leaving the school, a "Morasha" pupil should:

Jewish Way of Life:

- Know the halachot basic to leading an orthodox Jewish life, whether in relation to mitzvot bein adam l'Makom (such as Shabbat, kashrut and chagim) or mitzvot bein adam l'chaveiro (such as tzedaka, lashon hara and g'milut chasadim).
- Understand reasons, concepts and values underpinning the Jewish way of life, including life-cycle events.
- Be able to participate confidently in Jewish life at home and in shul.
- Appreciate the beauty and importance of Jewish values and Jewish family life.

Torah

- Be familiar with a large number of stories from the Tanach.
- Understand how to use commentaries such as Rashi to gain a deeper appreciation of the Torah.
- Comprehend selected mishnayot in Hebrew and English, and understand the relationship between the written law and the oral law, through practical applications.
- Appreciate the role and continuing centrality of the Torah in modern Jewish life.

Tefillah:

- Have the ability to navigate his/her way around a siddur.
- Feel comfortable and confident in an orthodox synagogue.



- Be able to recite and understand the general meaning of the most important tefillot for weekdays, Shabbat and the Chagim.
- Appreciate the importance and relevance of prayer in his/her own life.

Ivrit:

- Be able to read both seen and unseen text accurately and with a high degree of fluency.
- Be able to write in Ivrit using both block and script letters.
- Feel confident in holding a conversation in Ivrit.
- Appreciate the importance of Ivrit in Jewish life, study and as a living language in Israel.

General:

- Have a basic understanding of key events in Jewish history.
- Feel a connection with Jewish people around the world and the different minhagim.
- Respect other cultures and the dignity of difference whilst maintaining a strong Jewish identity.
- Have a strong desire to continue on the path of learning.

Integration

At the heart of what we stand for is the idea that traditional Jewish life is not incompatible with a modern existence and, indeed, that each can significantly enrich the other.

At Morasha, we aim to put this idea into practice through the integration of limmudei kodesh and secular learning where this makes sense and is compatible with the National Curriculum. To take one very simple example, limmudei kodesh lessons at Chanukah time can be reinforced by a geography lesson exploring ancient Israel, a history lesson considering the ancient Greek empire, a maths lesson adding up candles and an arts and crafts lesson making a Chanukiah.

We think that the integration concept has a lot of potential, and will be looking to explore how it can be taken forward as the school develops.

Effectiveness of the Early Years Foundation Stage

“Outcomes for children in the Early Years Foundation Stage are outstanding. Children enjoy their education very much, make rapid progress and achieve well above age related expectations”

“The effectiveness of the leadership and management of the Early Years Foundation Stage is outstanding. Excellent attention is given to safeguarding the children, engaging parents, and implementing policies and procedures to promote access to achievement for all children. The key teachers are constantly evaluating their practice to improve outcomes even further.”

“Through their detailed recorded observations, photographs and assessments, staff know the welfare and learning needs of individual children very well... The overall effectiveness of this stage is outstanding. The needs of each child are met very well and there is outstanding capacity to sustain the existing high standards.”

Quality of Education

“Good curricular quality and breadth is achieved through linking Jewish studies with the National Curriculum subjects of literacy, numeracy, information and communication technology (ICT), science, design and technology, geography, history and art.”

“Features of the good quality of teaching include skilful use of questioning, good behaviour management and well-structured lessons. Effective use of resources, including interactive whiteboards, enables teachers to model new skills. This in turn enables pupils to apply new concepts and skills independently in a range of practical activities.”

“A parent wrote, ‘We are impressed by the dedication, professionalism and flair of the teachers. Our son has thrived both socially and educationally in the time he has been at the school.’ Another parent commented that the school provides, ‘... great dedication and wonderful vision for children’s education’.”

Spiritual, moral, social and cultural development of the pupils

“Pupils’ outstanding spiritual, moral, social and cultural development is due to the very wide range of opportunities to contribute to activities which promote their self-knowledge, self-esteem and self-confidence.”

“Pupils’ behaviour is outstanding. Through the curriculum and the ethos of the school, pupils learn to distinguish between right and wrong and to respect the law. They are encouraged to be self-disciplined and courteous, to show initiative and to contribute to community life.”

The full report can be seen at: www.ofsted.gov.uk

Morasha is currently located at an outstanding site close to Finchley Central in North London. Thanks to the generosity of the Huntingdon Foundation (under the Chairmanship of our Honorary President, Benjamin Perl), this building was purchased for our use in March 2008. We subsequently commissioned substantial renovation work which is now complete, and the site is now an outstanding space for the Morasha pupils, with room for three classes.

The renovation works carried out in 2008 have ensured that Morasha children are housed in built-for-purpose classrooms that were designed in accordance with the very latest guidance and informed by advice from our teachers. They offer a flexible learning environment, and enhance the opportunities for integrating secular and Jewish studies, with the use of learning zones and up-to-date IT equipment. As well as the classrooms, the main building also contains a medical room, main office, staff room and break-out room.

The completely refurbished premises provide a fabulous, state-of-the-art learning environment for our pupils

Surrounding the main building are large outside soft and hard play areas, as well as covered areas for rainy days. There is a full-time security guard on site during school hours.

As well as continuing to develop our current premises, we are working towards securing permanent premises for the school and significant work is being undertaken to achieve this.



Who can apply

Parents of children who will be four years of age on 1 September 2012 are invited to submit their application form at this point for Reception 2012 entry. There may also be places further up the school and parents are encouraged to register their interest with the school office who will notify them should a space become available.

How does the process work

To apply, parents should go to the Morasha website and follow the instructions, either filling out the form online or printing off a hard copy to send to the school office. The deadline for applications is 17 December 2010. Parents will then be invited to an interview before receiving notification in February 2011.

How do we decide who should be admitted

Admission to the School will be confined to children of parents who are able to demonstrate commitment to the School's ethos. In the event of oversubscription, the Governors follow objective criteria which are published on the website - www.morashajps.org.uk.

The number of intended admissions in any given intake will initially be limited by the size of our premises. When all available places have been filled, children not allocated places will be placed on a waiting list ranked in descending order according to the published admissions criteria.

Is it possible to appeal an admissions decision?

Yes. Parents wishing to appeal can write to the Chair of the Governors within 14 days of notification. Further information on this and all aspects of the admissions process can be found on the website.



Senior Management Team

Acting Head – Mrs Hayley Gross

Head of Limmudei Kodesh – Mrs Chana Kanzen

Class Teachers

Reception – Mrs Zoe Steinberg

Year 1 – Ms Joanne Webber

Year 2 – Ms Debbie Glazer

Teaching Assistants

Ms Laura Barnett

Mrs Nira Benjamin

Ms Jenny Kudren

School Administrator & Bursar

Mrs Deena Grossman

Finally, there are a number of other individuals who help to ensure that the school runs smoothly, including our security guard Alex and cleaning staff.



Extracurricular activities

Within a very short space we have developed a rich and varied range of extracurricular activities that take place both during and after the school day. These include Dance, Football, Drama, Art and Ivrit. As the school grows we will look to introduce new activities which will broaden the pupil's experiences and knowledge.

Fees

School fees are £1,500 per child per term and there is an additional £150 charge per term to cover security at the school. Fees are payable on the first day of each term.

Bursaries may be available where there is genuine difficulty in meeting the full fees via the Access Fund. Details and an application form can be obtained via the school office. All applications are means-tested and dealt with in strict confidence by the Honorary Treasurer and Chair of Governors.

Homework

Homework is an essential element in successful primary school learning and is a key component in ensuring that each child realise their full potential. It helps reinforce what is learned in the classroom,



allowing pupils to consolidate what they are learning in school and providing an opportunity for parents to be part of their child's educational career.

At Morasha pupils begin to take a modest amount of work home from Reception. We expect parents to support their children's learning and be an integral part of the learning process, projecting a positive attitude towards homework and vitally giving feedback and monitoring their child's work.

Homework is given for both secular and Limmudei Kodesh.

ICT

At Morasha pupils are introduced to ICT from day one and gain confidence by regularly handling computers, laptops and other technology. Pupils have access to networked computers in each classroom and there is an interactive whiteboard in each classroom. We continually strive to ensure that the hardware and software is up to date in order to effectively develop the pupils' ICT skills as well as supporting the rest of the curriculum.

Policies

The School has a range of policies in place including Anti-bullying; Behaviour, Discipline and Sanctions; Safeguarding Children and Child Protection; Inclusions; Complaints; Food & Drink; Health, Safety and Welfare; Homework; School Uniform; Special Educational Needs; Educational Visits and Off-Site Activities; Teaching & Learning; Pastoral and a full range of subject policies.

If you wish to find out more about school policies, please contact the school office or visit our website www.morashajps.org.uk

SEN

At Morasha we believe that every child matters and we aim to provide every possible opportunity for our pupils to develop their full potential. Children with Special Educational Needs are valued as individuals and encouraged to integrate with their peers, both socially and academically.

We endeavour to give them access to the whole school curriculum. At all times, consideration is given to maintaining and enhancing the self esteem of children with Special Educational Needs. Our commitment is to equality of opportunities and meeting the needs of all pupils, regarding English as an Additional Language, those pupils whose first language is not English may receive extra support.

Details of provision and areas of responsibility will be guided by the current Code of Practice for SEN.

Contact us

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