

School report

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JFS

The Mall, Kenton, Harrow, Middlesex, HA3 9TE

Inspection dates

8–9 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Requires Improvement

Summary of key findings for parents and pupils

This is a good school

- Recent changes in both the governing body and the senior leadership team have brought about rapid change in JFS. As a result the school now provides a good education for its pupils. Leaders have developed a culture of rewards as well as sanctions for pupils. Staff now apply the school's behaviour management system more consistently. Consequently, pupils' behaviour is now good.
- Leaders, including governors, have worked hard to develop a culture of respect and openness. This is evident in pupils' attitudes to learning across the school. Pupils are articulate, have enquiring minds and communicate well with adults.
- Senior leaders have put in place rigorous systems for monitoring the quality of teaching and ensuring that staff plan effectively to meet the needs of pupils.
- Middle leaders are being trained well to hold their teams to account for the progress pupils make. Most pupils now make good or better progress because of this; however progress in English is not as strong as in other subjects.
- 16 to 19 study programmes are outstanding. The leader of the sixth form firmly drives the pursuit of excellence. In 2016, over 50% of students went on to Russell Group universities motivated by this drive and passion.
- Leaders hold an ambitious vision for their school and have high expectations of pupils. Outcomes in public examinations at the end of key stage 4 and in the sixth form are very good.
- Teachers apply their strong subject knowledge to enthuse and develop pupils' learning. However, in a few lessons teaching assistants are not always used well. Consequently, a few pupils who have special educational needs and/or disabilities tend not to make as much progress as they might.
- Nevertheless, systems for assessing the progress of the most able pupils in key stage 3 are not sharp enough. As a result there is not enough stretch and challenge for the most able pupils in some lessons.
- Overall, disadvantaged pupils do well in comparison with other pupils nationally. However, this very small cohort in JFS make less progress than other pupils in the school with the same starting points.
- Leaders are in the early stages of developing a love of reading in pupils. Although time is set aside for reading in class, pupils are not well supported in their choice of reading books. Consequently, some Year 7 less-able pupils do not make good progress in reading.

Full report

What does the school need to do to improve further?

■ Leaders should:

- assess and track pupils, particularly the most able, more precisely and accurately when they start the school and throughout key stage 3
- ensure that teachers use this information to plan more challenging work and offer more detailed feedback to pupils, particularly the most able at key stage 3 and in English
- monitor pupils' progress in reading more effectively, and give pupils better guidance in their choice of books thus promoting a culture and love of reading.

Inspection judgements

Effectiveness of leadership and management

Good

- Recent appointments to the leadership team have had a major impact in bringing about positive change in a very short period of time. The executive headteacher and the headteacher lead their team very well and devolve leadership responsibilities across the whole leadership team effectively. This is developing good leadership capacity across the school.
- The most notable improvement in the school is in pupils' behaviour. Leaders have worked hard and effectively to introduce a better rewards system and to ensure that all staff implement behaviour management practices consistently and robustly. Pupils now behave well in lessons and around the school.
- Leaders have improved teaching and learning through a robust system for the review of staff performance, as well as support and training for teachers. Staff say they value this training and support.
- There is an extensive training programme in place for newly qualified teachers and teachers who are new to the school. Teachers say they find this helpful in establishing their roles and responsibilities and in understanding the faith aspect of the school.
- Leaders bring in external consultants to check their own judgements and to provide further training for staff. This is leading to improved outcomes for pupils.
- Pupils enjoy a broad and balanced curriculum in all key stages. Leaders keep this under review in order to meet the needs of pupils. The head of sixth form has increased vocational provision in response to the changing needs of some students. Outcomes for students on vocational courses are improving.
- The leaders in the sixth form promote an outstanding ethos which ensures that the range of provision for students is very wide, teaching is excellent and students attain the highest grades.
- The school promotes British values well. This is evident in displays around the school, in assemblies and in the curriculum. The impact of this is reflected in pupils' respect for each other and their understanding of democracy and the rule of law.
- Leaders promote equality of opportunity and diversity with vigour. Inspectors observed a positive culture around the school. Pupils and staff say discriminatory behaviour is not tolerated. Nevertheless, pupils are keen to know more about other religions and cultures.
- A recent review of inclusive practice in the school resulted in a number of recommendations for improvement. Leaders have put many of these in place with a consequently positive impact on disadvantaged pupils and pupils who have special educational needs and/or disabilities. For example, training has been given to all staff on overcoming barriers to learning for these pupils. However, not all the recommendations from the review have been acted upon or are fully embedded in practice across the school. Leaders are aware that the communication between the school and the parents of pupils who have special educational needs and/or disabilities requires further development.

- Leaders have established a culture of ambition and staff have high expectations of pupils in key stage 4 and the sixth form. Consequently, most pupils achieve good or better outcomes in public examinations.
- Assessment of the most able pupils at the start of Year 7 is not sharp enough. This lowers teachers' expectations of progress, reflected by a lack of stretch and challenge for the most able pupils in lessons. As a result those pupils do not make as much progress as they could across key stage 3.
- Leaders monitor the use of pupil premium funding and Year 7 catch-up funding more closely than in the past. Senior leaders ensure this funding is used effectively for a range of interventions including individual and group tutoring. Information on current disadvantaged pupils and those pupils with low starting points in Year 7 indicates that they are now making better progress than in previous years.
- There is a strong focus on the social, moral, spiritual and cultural development of the pupils in JFS. Leaders ensure that pupils know and understand British values as well as Jewish values. There are opportunities for pupils to visit Israel and parts of Europe. Pupils are encouraged to join clubs, for example the debating club and the student council. There are seminars on topics such as diversity, racism and life skills. Pupils are prepared well for life in modern Britain.
- The use of teaching assistants to support pupils in class is variable. In some lessons, teaching assistants actively question pupils and help them to make progress with their work. In others, their work is limited to supervising pupils rather than helping them learn. Consequently, some pupils who have special educational needs and/or disabilities do not always make sufficient progress.
- Careers advice and guidance are comprehensive. However, a very few older students say there is not enough support for them in planning next steps for employment, education or training.
- A few middle leaders rely too much on senior leaders in order to hold their teams to account for their performance. Consequently, progress in key stage 3 in English and science is not as good as it might be for all groups of pupils. However, appropriate plans are in place for further training for middle leaders to remedy this.
- Leaders do not monitor reading closely enough. In the group of Year 7 pupils who met with inspectors, some pupils chose books which were too difficult or too easy because they are not routinely guided by teachers in their choice of reading material. As a result some pupils do not enjoy reading.

Governance of the school

- Governors have a clear understanding of the strengths and areas for development in the school. They use this knowledge to challenge leaders and bring about further positive change.
- Working with the local authority, governors regularly review both their own practice and that of the school. The governing body recently undertook an audit of their skills and effectiveness. In response, they recruited additional and associate governors to provide further skills. Governors recently took decisive action to implement leadership

changes in both the school and the governing body. These changes have had a major impact in driving the school forward.

- Governors check the accuracy of their judgements about improvements in the school against those of experienced external consultants. This enables governors to have confidence in what the school is telling them.
- Governors monitor and challenge the school on how the pupil premium funding is spent and the impact this has on outcomes for those eligible pupils. Governors ensure that the focus on and provision for the small group of disadvantaged pupils is developing well. For example, the pupils attend external courses which help them with revision techniques.
- Governors have undertaken all the relevant safeguarding training and ensure that there is a regular focus on safeguarding in their meetings. This focus on safeguarding is reflected in the culture of the school.
- Recently, governors have supported the school in their communication with parents around changes to the Kashrut policy relating to food in the school. This increased communication between the school and parents is having a positive impact. Parents say they appreciate this development.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a rigorous process for recruiting new staff. All appropriate checks are carried out carefully and thoroughly. The executive headteacher checks all references herself. All staff undergo regular training in safeguarding and this is apparent in their practice around the school.
- Pupils know where to seek advice and support if they have concerns. In a recent survey carried out by the school, most pupils in Year 7 said that they feel safe. Groups of pupils and students also told inspectors that they feel safe.
- Senior leaders assess the risk of pupils being radicalised as very low. Nevertheless the school provides training and guidance on how to avoid radicalisation, and other risks such as knife crime and gang membership. Pupils say they find this guidance useful.
- Leaders have a sensitive awareness of the faith context of the school and the need to promote British values consistently. Pupils are well prepared for life in modern Britain.

Quality of teaching, learning and assessment

Good

- As a result of good teaching, pupils' attitudes to learning are positive and their engagement is strong.
- In many lessons pupils understand clearly how to improve their work because teachers provide useful feedback. As a result, pupils are able to extend their writing and develop their thinking. However, in some areas in key stage 3 feedback is less detailed, particularly for most-able pupils. As a result, some of these pupils make less progress

than they should.

- Teachers use assessment information well to plan work that meets the needs of pupils in key stage 4 and the sixth form, and that motivates them to learn. Pupils behave well, achieve good outcomes and enjoy the opportunity to drive their own learning.
- Teachers have good subject knowledge and a secure understanding of the age groups they are teaching. This results in pupils enjoying their learning and making good progress. Pupils are confident and are not afraid to make mistakes.
- Teaching in the sixth form is particularly strong. Students debate theory and challenge concepts under the guidance of their teachers. As a result students in the sixth form develop good independent research skills that prepare them for university. Teachers often ask probing questions that help students to deepen and develop their learning.
- Pupils who have special educational needs and/or disabilities are making better progress because teachers are using more targeted planning and tracking to monitor their work. However, there are inconsistencies in the way teachers deploy teaching assistants in class to support pupils with needs. As a consequence some pupils with special educational needs and/or disabilities do not make the progress they should.
- Teachers routinely challenge stereotypes. This is evident in displays around the school and in their interactions with pupils in the classroom. This supports the school's development of the culture of respect and tolerance in the school.
- In some key stage 3 science lessons pupils do not know how to improve their work. This is in contrast with the clear guidance pupils are given in science in key stage 4 and the sixth form.
- In some key stage 3 lessons there is insufficient stretch and challenge, particularly for the most able pupils. This limits the progress of those pupils, in particular the most able and most able disadvantaged pupils.
- Assessment and feedback in some key stage 3 English lessons are variable. Teachers do not typically offer the right level of challenge to pupils. As a result pupils who start the school with lower attainment do not always make the progress they ought to in English.
- Inspectors listened to pupils reading. The school does not have a strong culture of encouraging a love of reading. Some lower-ability pupils in Year 7 do not read as well as they should. Higher-ability pupils in Year 7 told the inspectors that they struggle with choosing books to read because they are not given sufficient guidance by their teachers. Consequently the pupils choose books which are either too difficult or too easy for them.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Consequently pupils are polite, respectful and good at interacting with adults.

- Pupils take pride in their work and their school. They say they feel supported in their studies and as a consequence they are confident learners.
- Pupils learn about British values in assemblies, workshops, lessons and in extra-curricular activities. However, they told inspectors that they think some topics, for example other religions, are not taught in enough depth.
- In lessons pupils learn about, and discuss, topics such as diversity, inclusion, keeping healthy and safe. Pupils say they would like more information on other faiths and cultures and additional opportunities to discuss topics such as lesbian, gay, transgender and bisexual issues.
- The school provides extensive careers advice and guidance. As a result the numbers of students remaining in JFS in the sixth form is very high. However, a few students say they would like more guidance on applying for universities, apprenticeships and the world of work.

Behaviour

- The behaviour of pupils is good.
- The school has established systems where pupils understand what acceptable behaviour is and what will be considered to have crossed 'the red line'. This has resulted in an improvement in behaviour since the last inspection. Pupils understand the 'Ladder of Consequences' set up by the school and there has been a marked reduction in incidents of poor behaviour.
- The robustly led behaviour team helps pupils manage and moderate any poor behaviour and as a result the number of fixed-term exclusions is exceptionally low.
- There is low staff presence on the corridors. Inspectors saw a small amount of boisterous behaviour on the corridors and staff also raised concerns about this in their responses to the staff questionnaire during the inspection.
- There is very little low-level disruption in class because the school sets high expectations for behaviour. Pupils behave well even when they occasionally find the lessons boring or the pace too slow.
- Leaders monitor attendance rigorously. They provide rewards for good attendance. As a result pupil attendance is currently higher than the national average. Disadvantaged pupils have lower attendance, but this is still in line with the national average. Attendance for disadvantaged pupils in Year 9 is below the national average. The level of persistent absence is very low.

Outcomes for pupils

Good

- As a result of good teaching, in English and mathematics in key stage 4 most pupils make good progress and achieve good outcomes in public examinations. For the last three years pupils achieved outcomes at GCSE in English and mathematics which were well above their peers nationally.
- Pupils' outcomes are carefully tracked and monitored in key stage 4 and in the sixth

form across all subjects. Consequently pupils show good and better progress in GCSE examinations in almost all subjects at the end of their studies.

- Disadvantaged pupils' progress and the progress of pupils who have special educational needs and/or disabilities across the majority of subjects was similar to their peers nationally in 2015. The new monitoring procedures in place for these pupils indicate that current pupils are making even better progress.
- Pupils who started the school in Year 7 with low prior attainment achieved progress in mathematics at the end of Year 11 which was well above that of their peers in other schools. This is the result of good teaching.
- Strong leadership and excellent teaching in the sixth form ensure that students achieve outcomes at A and AS level which show outstanding progress and very high attainment.
- The use of pupil premium funding has not been evaluated carefully enough over time, and this has limited progress in some areas. In 2015 the progress of the very small number of disadvantaged pupils at key stage 4 in English was below that of other pupils nationally with similar starting points. However, the school has now put in place a wide range of effective interventions for disadvantaged pupils. Information on current disadvantaged pupils indicates that they are making better progress.
- The quality of teaching in English is variable, particularly at key stage 3. Pupils with lower starting points in Year 7 do not make the same progress in English as pupils with the same starting points in other schools nationally. This has been recognised by the senior leadership team and appropriate plans are in place for improvement.
- The most able students in the sixth form are making progress above that of similar pupils nationally. However, the head of sixth form identified that in previous years students in mathematics and some current vocational subjects did not make as much progress as they could. He has already taken action and improvements are apparent for students in the sixth form at this time.

16 to 19 study programmes

Outstanding

- The head of sixth form has established a culture of high ambition and drive for continuing improvement for students. He ensures that the courses on offer in Years 12 and 13 meet the needs of the students. He keeps them under regular review and makes changes when needed. As a result, students in Years 12 and 13 achieve outstanding results. In 2016 over half of the students went on to Russell Group universities and 17 students went to Oxbridge.
- Leaders track the students' progress forensically. They identify where weaknesses exist and organise provision to address this. Students say that this support is invaluable and helps them to achieve the highest grades possible.
- Students are very well supported in their choices of university and employment beyond school. Staff provide them with guidance on the routes available, both academic and vocational, and they support the students through the application process. As a result

of this support 95% of the sixth form progressed to higher education in 2016.

- The teaching in the sixth form is of a very high standard and students are given excellent guidance in choosing appropriate courses at the end of Year 11. As a consequence the number of students who continue in school between Year 12 and Year 13 is very high.
- Teachers have very strong subject knowledge and they show great enthusiasm for their subject. Their questions probe and challenge students' thinking and develop their understanding very effectively. Students say that they enjoy their studies and are confident learners as a result of the high-quality teaching.
- Teachers guide students well in their choices for A level, vocational study and life after JFS. The proportion of students who remain in JFS for the sixth form is very high. Students make appropriate choices of subjects to study in the sixth form and as a result almost all students continue from Year 12 into Year 13. Ninety-five per cent of students go on to higher education.
- There is good provision in place for those students who did not acquire C grades in English and mathematics, at the end of key stage 4, to improve their grades.
- Teachers review students' work and provide detailed feedback and guidance both in class and in their books. Students act on this feedback to improve their work and reach the challenging targets set for them.
- Students in the sixth form are highly confident and articulate. They apply these skills and contribute fully to the life and ethos of the school in supporting younger pupils. They are immensely proud of their school and feel the school provides exceptional support for their studies and their personal development.
- Attendance is very high and is on an upward trajectory because students enjoy coming to school as a result of the supportive environment and the hard work of teachers.
- Leaders are developing vocational learning to offer wider opportunities to students. There is an action plan already well underway to address the slight downward trend seen in A-level mathematics in previous years. These changes have already had an impact for current students; the AS-level results for mathematics in 2016 showed an upward trend. Current students on vocational courses are benefiting from the tracking systems and interventions which have been put in place.

School details

Unique reference number	133724
Local authority	Brent
Inspection number	10011933

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary Comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	2016
Of which, number on roll in 16 to 19 study programmes	575
Appropriate authority	The governing body
Chair	Ruth Renton
Headteacher	Deborah Lipkin
Telephone number	02082063100
Website	www.jfs.brent.sch.uk
Email address	admin@jfs.brent.sch.uk
Date of previous inspection	8-9 July 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- JFS is a Jewish secondary school which has provided education to the Jewish community since 1732.
- The school is a larger-than-average secondary school with 16 to 19 provision.
- The school has a small number of pupils in hospital provision.

- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of pupils who are eligible for the pupil premium is below the national average.
- The school does not report on the ethnicity of the pupils.
- The proportion of pupils who speak English as an additional language is above the national average.

Information about this inspection

- Inspectors observed 38 part lessons, including the 16 to 19 provision, and a further 20 part-lessons were observed during learning walks. Many of these were joint observations with senior leaders.
- Inspectors met with a representative of the local authority and spoke to a local authority adviser by phone.
- Inspectors met with groups of pupils from key stages 3 and 4, and from the sixth form.
- Inspectors listened to a group of Year 7 pupils read.
- Inspectors scrutinised a range of books from key stage 3 pupils.
- Discussions were held with the executive headteacher, the headteacher, senior and middle leaders.
- Inspectors analysed the 391 responses from parents on Ofsted's online survey, Parent View. They also scrutinised the 352 responses from pupils and the 113 responses from staff.
- The inspection team reviewed a range of documentation relating to safeguarding practice, information provided by the school of their own records relating to teaching, learning and assessment and analysis of attendance, punctuality and behaviour incidents.
- Inspectors considered the school's arrangements for Year 7 catch-up funding and pupil premium funding.

Inspection team

Dame Joan McVittie, lead inspector	Ofsted Inspector
Dennis Canty	Ofsted Inspector
Laurence King	Ofsted Inspector
Susan Maguire	Ofsted Inspector
Jude Wilson	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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