

# Rosh Pinah Additional Resource Provision

Rosh Pinah Primary School, Glengall Road, Edgware HA8 8TE

**Inspection date**

10 June 2021

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

#### *All paragraphs*

- Leaders, governors and trustees of Rosh Pinah Primary School will also lead the Rosh Pinah Additional Resource Provision.
- Leaders have prepared a broad curriculum for each year group. Pupils will study a range of subjects, including Jewish studies. Leaders understand how to make adjustments to curriculum plans to meet the needs of individual pupils.
- Pupils will spend most of their time in the additional resource provision, with suitably qualified and experienced members of staff. But they will also take part in special events and enrichment opportunities that take place across both schools. Leaders intend for the two schools to run closely alongside each other. In this way, they will aim to ensure that expertise and resources are shared, used well and of benefit to all pupils.
- Leaders intend to use their well-established procedures for meeting the needs of pupils with special educational needs and/or disabilities (SEND). Leaders plan to liaise regularly with therapists and other external agencies in order to assess and review pupils' needs.
- Leaders have procedures in place to assess pupils' progression in all subjects. In addition, leaders have secure arrangements to check pupils' progress against targets in their education, health and care plans. Pupils' individual learning support plans are thorough. They capture pupils' strengths, their needs and the strategies and interventions in place to help them achieve.
- Senior leaders, including the inclusion manager, have appropriate skills and expertise to support pupils with SEND. They have established interventions to support pupils' language and communication skills. They plan to use the expertise of therapists and educational psychologists to ensure that these programmes are tailored to meet the needs of individual pupils.

- Leaders intend to draw upon the expertise within the existing staff team. They will recruit specialist support staff, where necessary, to ensure that pupils' needs are met.
- Leaders intend to build on their existing monitoring programme to assure themselves of the quality of education provided.
- The programme for personal, social, health and economic (PSHE) education is likely to provide a wide range of opportunities for pupils to learn about others. Through discrete lessons, as well as cross-curricular special days, pupils will learn about respect for others, including those with protected characteristics.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *All paragraphs*

- The school's inclusive ethos is likely to promote pupils' spiritual, moral, social and cultural development. Leaders plan to make sure that the curriculum includes a wide and varied range of opportunities for pupils to learn about the world around them, including different cultures.
- In addition to the PSHE programme, leaders have prepared a range of special days, assemblies and whole-school events which celebrate diversity and equality.
- Leaders understand how to make sure that all activities are accessible for all pupils, including those with SEND.
- The school's staff code of conduct and induction procedures are likely to ensure that staff know what is expected of them. These documents clearly preclude the promotion of partisan political views or personal beliefs. Leaders have arrangements in place to check the contents and quality of all materials used in lessons. They ensure that resources are appropriate and promote diversity and equality.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 3. Welfare, health and safety of pupils

### *All paragraphs*

- Leaders have ensured that a suitable safeguarding and child protection policy is in place. The policy, as well as other safeguarding arrangements, take into account the latest legislation. It is available to parents and carers on the school's website or in hard copy from the school office.
- Leaders, including trustees, have a secure understanding of their safeguarding duties. Their training is up to date. Leaders ensure that all staff understand their roles and responsibilities in keeping pupils safe. Safeguarding training helps staff to be aware of the additional vulnerabilities of pupils with SEND. Leaders intend to use their well-established arrangements that exist in the primary school for reporting and recording concerns about pupils' welfare.
- The curriculum includes age-appropriate opportunities for pupils to learn about safety and well-being.
- A suitable behaviour policy is in place. It focuses on rewarding achievements and celebrating successes. The policy emphasises the importance of consistency in managing pupils' behaviour. Leaders know how to record and report behaviour

incidents, including records of any sanctions. The school intends to promote anti-bullying through all aspects of its work, including the curriculum and special weeks. A suitable anti-bullying strategy is in place and well understood.

- Leaders understand how to ensure the behaviour policy is adjusted to meet the needs of pupils with SEND. Leaders will use specific plans for individual pupils, including, where necessary, personal risk assessments.
- Leaders have ensured that policies are in place for health and safety. The site manager, overseen by senior leaders, makes sure that all the required checks take place to ensure the school site is safe and well maintained. Leaders ensure regular fire safety audits and risk assessments are in place. They act appropriately to remedy any hazards identified.
- The school's first-aid policy outlines the procedures for supporting sick and injured pupils. The procedures for administering medicines is in place and appropriate.
- Leaders understand what information should be recorded in the admissions record. They know what to do when a pupil leaves the school and how to report information to the local authority. Leaders have well-established arrangements for recording pupils' attendance and monitoring absences.
- Leaders have ensured that the standards in this part are likely to be met.

#### Part 4. Suitability of staff, supply staff, and proprietors

##### *All paragraphs*

- Leaders have a secure understanding of the checks needed to ensure that staff, visitors, trustees and governors are suitable. Leaders have ensured that these checks have been completed for all current staff. They intend to use these well-established arrangements when they recruit staff for the additional resource provision.
- The single central register of staff's suitability is in place. It meets requirements. It contains all the required details, including prohibition checks for teaching staff and leaders, governors and trustees.
- Leaders ensure that the guidance is followed when they use staff from supply agencies. They ensure that the required checks are completed before any member of staff, including agency workers, start at the school.
- Leaders have ensured that the standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools

##### *All paragraphs*

- Leaders intend for the additional resource provision to take the place of what is currently the primary school's nursery department. In addition to this space, pupils in the provision will also use parts of the main primary school building and facilities.
- The building is bright, spacious and well maintained. It is secure, with its own entrances and access to the main building. The teaching and learning spaces are large, well resourced and suitable for pupils with SEND. The space also benefits from a sensory room, potential therapy spaces and its own hall space for assemblies and physical education (PE). The outdoor facilities are well established, safe and secure. Climbing facilities and other equipment to support pupils' physical development are in

place. The extensive outdoor spaces provide ample opportunity for PE and outdoor play.

- The large teaching space can be divided into smaller spaces. This is because large, sound-proofed, folding doors have been installed. Potentially, the provision could accommodate four different sets or classes of pupils. The provision has a lift to ensure it is fully accessible for wheelchair users. There is a small set of steps from one part of the provision to the other. There is plenty of room for resources to be stored.
- The additional resource provision benefits from its own toilets, shower facility and changing spaces. The school has a dedicated medical room which is located next to a toilet. It meets the requirements and is likely to ensure that staff can supervise and treat sick or injured pupils.
- Leaders have ensured that drinking water is readily available in all parts of the school and provision. It is labelled as such. In the toilets, there is an adequate supply of hot and cold water so that pupils can wash their hands. The temperature is regulated so that pupils do not burn themselves.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 6. Provision of information

### *All paragraphs*

- Leaders intend to extend the primary school's website to include a section for the additional resource provision. They ensure that all the required policies are published on the website. These include policies related to first aid, health and safety, behaviour and safeguarding.
- Leaders understand their responsibilities in relation to pupils' education, health and care plans. They have well-thought-out procedures to ensure that they meet their statutory duties in reviewing and reporting pupils' progress.
- Leaders intend to report regularly to parents, including through parents' evenings and end-of-year reports. Leaders will aim to ensure that parents are fully involved in all annual reviews and progress review meetings for pupils with SEND. They plan to make sure that all the required information is shared with parents, the local authority or external agencies as necessary.
- The website contains contact details for the governing body and trustees.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

### *All paragraphs*

- Leaders have established a complaints policy, which is made available to parents and published on the school's website. The policy makes clear the steps that parents should take if they wish to make a complaint. It sets out the timeframes for dealing with complaints. It explains how complaints will be handled, including at the formal stages and through a complaints panel.
- The policy provides details of how the complaints panel works, including that one member of the panel must be independent of the management and running of the school.

- Leaders have ensured that the standards in this part are likely to be met.

## Part 8. Quality of leadership in and management of schools

### *All paragraphs*

- Leaders, including governors and trustees, are ambitious for the proposed school. They share a clear vision and rationale for establishing the additional resource provision.
- The trustees and governors bring a range of skills and expertise to the proposed new school. They are highly experienced and have held governance roles for a number of years. Together, they demonstrate a secure understanding of the independent school standards. They understand their roles in relation to safeguarding.
- The additional resource provision will benefit from the work of the existing governors, including link governors for SEND. Procedures are in place to monitor leaders' work and hold them to account for pupils' learning and well-being.
- Leaders have extensive leadership experience of primary school education. The headteacher has previously held roles in special education. The inclusion manager is appropriately qualified, with the experience necessary to support pupils with SEND.
- While leaders plan to recruit some specialist staff for the additional resource provision, they will also use the expertise and knowledge of the staff in the main primary school. They intend for the additional resource provision to work closely with the primary school, particularly for staff's professional development opportunities.
- Leaders have ensured that the standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- Leaders have written an appropriate accessibility plan. It focuses on enabling pupils with disabilities to access a broad and rich curriculum, in an environment which is highly inclusive. The school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

## Statutory requirements of the early years foundation stage

- Leaders understand the statutory requirements of the early years foundation stage. They have ensured that plans and schemes of work are in place to cover all areas of learning. They understand how to adjust these plans to meet the needs of individual children.
- Leaders understand the welfare requirements. For example, they have ensured that staff are suitably trained, including in first aid, and that children will be supervised well throughout the day.
- The school is likely to fulfil its responsibilities in order to meet these statutory requirements.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	148034
DfE registration number	302/6018
Inspection number	10164902

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent special school
Proprietor	Rosh Pinah Jewish Primary School Trust
Chair	Barbara Hotz
Headteacher	Jill Howson
Annual fees (day pupils)	£27,500.00
Telephone number	0208 958 8599
Website	<a href="http://www.rpps.org">www.rpps.org</a>
Email address	<a href="mailto:admin@rpps.org.uk">admin@rpps.org.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	4 to 11	4 to 11
Number of pupils on the school roll	Not applicable	20	20

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	20

Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	20
Of which, number of pupils an education, health and care plan	Not applicable	20
Of which, number of pupils paid for by a local authority an education, health and care plan	Not applicable	20

## Staff

	<b>School's current position</b>	<b>School's proposal</b>
Number of full-time equivalent teaching staff	Not applicable	2
Number of part-time teaching staff	Not applicable	None
Number of staff in the welfare provision	Not applicable	6

## Information about this proposed school

- Rosh Pinah Additional Resource Provision is situated on the same site as Rosh Pinah Primary School in Edgware, Barnet. The schools will share the same leadership and governance arrangements.
- The school aims to provide education for pupils from the ages of four to 11. It is seeking to register for full-time education for up to 20 pupils. However, in the first year it intends to admit five pupils.
- Although the school has a Jewish religious character, this is not a requirement for admission to the additional resource provision.
- All pupils will have, or be in the process of receiving, an education, health and care plan. The school will cater for pupils with speech, language and communication needs, communication and interaction needs and pupils with autism spectrum disorder.



## Information about this inspection

- This inspection was commissioned by the Department for Education. It was the school's first pre-registration inspection.
- The inspector met with the headteacher, deputy headteachers and chair of trustees. The inspector met with leaders to discuss arrangements for safeguarding, staff recruitment and suitability. He toured the school and looked at the parts of the school that will be used for the additional resource provision.
- The inspector reviewed a range of documentation, including policies and procedures, to check the school's likely compliance with the independent school standards.
- The inspector looked at schemes of work and curriculum plans. He reviewed samples of plans for pupils with special educational needs and/or disabilities.

## Inspection team

Gary Rawlings, lead inspector

Her Majesty's Inspector

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