

Inspection of Mathilda Marks-Kennedy Jewish Primary School

68 Hale Lane, Mill Hill, London NW7 3RT

Inspection dates: 24 and 25 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected nearly 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until this year the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are happy at Mathilda Marks-Kennedy. They are safe in school and say this is because teachers are always there to help them. Bullying is not tolerated. Incidents happen rarely and are always dealt with quickly if they do occur.

Leaders are ambitious for all pupils to achieve. Those with special educational needs and/or disabilities (SEND) are well supported in class. Their learning is carefully planned and often bespoke to meet individual needs.

Leaders set clear expectations and consequences for behaviour. Pupils are eager to learn. They are motivated to work on their own or with their peers. However, behaviour at points of transition is not as consistent. Leaders recognise this and are currently working to ensure all behaviour is of a consistently high standard.

Pupils are well prepared for life in modern Britain. They have a good understanding of respect and tolerance. Younger pupils talk maturely about gender differences. Pupils enjoy learning music in class, including learning about musical theatre and music from the Jewish tradition.

What does the school do well and what does it need to do better?

Leaders have prioritised early reading. Children start learning phonics from their first days in Reception. Their progress is closely monitored. Those at risk of falling behind are given extra help and practise so they catch up quickly. Staff who teach reading are well trained. Additional training for all staff is planned in the new year. This is to ensure consistent support across the school for all those still learning to read. Leaders have purchased new books to ensure that pupils are always given reading material that is matched to the sounds they know. They want pupils to become fluent independent readers as quickly as possible.

A published scheme of work is used to teach mathematics throughout the school. This sets out, clearly and incrementally, the small steps of knowledge needed for pupils' learning from Reception to Year 6. This also helps older pupils remember and recall their prior mathematical learning. Children in the early years develop number knowledge securely, ensuring they are well prepared for learning in Year 1. During the COVID-19 periods of home learning, leaders adapted the mathematics programme to ensure that parents were better able to support their children.

Many staff, including the headteacher, were new to the school in September 2019. This includes some who were new to their subject leadership roles. Senior leaders have provided good support which is quickly developing the skills, subject knowledge and confidence of less experienced staff. In foundation subjects such as music, history and physical education (PE), leaders have acted to provide structured programmes using published resources. These are helping pupils to learn more effectively. While work has started on improving the foundation subjects' curriculum,

the COVID-19 pandemic has meant that progress has been slower in some subjects, including computing. Continuing this work, to ensure that all subjects are well planned and resourced, is an important next step for the school.

Pupils with SEND study the same curriculum as their peers. They have personal support plans in place to ensure their needs are met. Interventions in class are sensitively organised so as not to distract from other activities. Good use is made of outside agencies to provide additional support for those who need it.

Behaviour in lessons is good. Pupils settle quickly and work diligently in all lessons. They are encouraged to take on responsibilities. School council members have regular meetings with leaders and say they are listened to. A wide variety of clubs is on offer before and after school. These include an early morning fitness club, introduced after the first period of lockdown. Following consultation with parents, a programme of relationships and sex education is being provided. This meets all statutory requirements. The school has also created a three-year strategy around building healthy bodies, minds and environments. This strategy involves members from all parts of the school community.

Leaders and governors have a good understanding of the school's current strengths and areas for development. They have appropriate plans in place that are being implemented at pace and are closely monitored. Leaders consider staff workload carefully and staff appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their responsibilities for safeguarding. All staff and governors receive regular training. They are well trained to understand risk factors and report all concerns quickly.

Rigorous reporting systems result in the quick identification of concerns. Strong relationships with external agencies ensure that these concerns are well managed. This means that pupils get the help they need as quickly as possible.

Online safety is an important focus, both with pupils and with parents. For example, leaders have recently planned an event for parents of upper key stage two pupils about the use of social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made a good start with overhauling the foundation subjects' curriculum through the selection and adaptation of published resources. This is having a positive impact on pupils' learning. However, this work is not as advanced in all subjects, including computing. For this reason, the transitional

arrangements have been applied. Leaders must ensure that curriculum plans and resources are securely in place for all foundation subjects. They must also ensure that these are well sequenced and set out the important knowledge that pupils need to learn.

- Some subject leaders are new to middle leadership. They are developing the skills and knowledge they need to lead subjects independently. They are being supported by leaders through a robust programme to achieve this with senior leader support. This must be continued to ensure all middle leaders acquire the skills and knowledge they need to lead their subjects independently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	101376
Local authority	Barnet
Inspection number	10204492
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Co-Chairs	Aaron Livingston and Lindy Grant
Headteacher	Miriam Kaye
Website	www.mathildamarks.com/
Date of previous inspection	June 2007

Information about this school

- The school is a smaller than average-sized primary school.
- The school is a faith school and teaches both the national curriculum and Jewish studies.
- The school had its last Pikuach (religious) inspection in 2018.

Information about this inspection

- The inspector(s) carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors met with the headteacher, deputy headteacher, head of Jewish studies and members of staff. They also spoke with a representative of the local authority, and met with six governors, including the co-chairs of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, the inspectors met with

subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also looked at curriculum plans and samples of pupils' work for design and technology, geography, art and design, computing, PE and science.
- The inspectors considered early mathematics in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions, and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector

Her Majesty's Inspector

Meena Walia

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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