

Inspection of Ateres Beis Yaakov Primary School

27 Green Lane, Hendon, London NW4 2NL

Inspection dates:

10 to 12 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils are happy and said how much they love the school. This is because leaders and school staff created a warm, secure environment for children and pupils. Pupils are safe in school. Parents and carers appreciate the care and security that school staff provide. Pupils behave well and are very respectful towards adults and each other. Pupils said that bullying does not occur. However, leaders have systems in place and respond to any incidents that may arise.

Leaders encourage pupils to respect cultural traditions and beliefs other than their own. For instance, pupils learn about Diwali and Easter. Pupils read books and take part in activities to promote their preparation for life in modern Britain. For example, pupils enjoyed visiting a Chinese supermarket when they learned about Chinese New Year.

Leaders have started to make necessary changes to the school's curriculum since the headteacher joined the school in January 2022. Leaders have prioritised making changes to the way reading and mathematics are taught. Leaders are in the process of moving to alternative approaches to teaching phonics and mathematics. Leaders also plan to make improvements to the curriculum in other subjects.

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

Leaders instil a love of books and reading. Pupils enjoy listening to stories and sharing books together. Leaders are in the process of adopting a systematic synthetic phonics programme. Teachers are receiving training to teach the programme. Currently, teachers use a combination of different approaches to teach phonics. This is because some resources are not yet in place. Leaders plan to use one systematic approach from the start of the next academic year. Phonics takes place daily from the early years. Pupils read decodable books in line with the sounds they are learning. Teachers regularly check that pupils remember the phonics previously learned. Pupils receive extra phonics lessons if they struggle to keep up. Leaders work closely with parents to support any pupil who may have special educational needs and/or disabilities. Leaders seek advice from external experts to help ensure that pupils get the right assistance.

Leaders design the curriculum to include Jewish studies in the mornings and secular subjects in the afternoon. Leaders make sure that the curriculum is broad and matches the national curriculum. Teachers think about how to engage pupils and make learning enjoyable. However, leaders do not make clear what important knowledge pupils need to know and remember in different subjects. Teachers check that pupils remember activities. However, in most subjects, the order in which important subject content is taught and revised is not carefully thought through. Currently in mathematics, teaching does not build on what children learn in early years because teachers use different approaches in early years and Years 1 to 6.

Teachers motivate pupils to try hard and behave well. Pupils enjoy receiving stickers, badges and certificates for their work. Teachers manage any low-level disruption well so that learning is not interrupted. Older pupils act as role models for children in the early years. During a recent talent show, pupils in Year 1 taught children in the early years drawing skills and how to catch a ball.

Pupils take on different responsibilities readily in the school, such as fruit monitor, line leader and book monitor. They are taught about bullying and why it is wrong. Leaders work with parents and pupils to alert them to the importance of staying safe online and how to do so. Leaders organise visitors to the school from the local police to promote pupils' understanding of keeping themselves safe. Pupils are taught about keeping healthy. This includes recognising and managing their feelings. Pupils receive age-appropriate relationships education in line with statutory requirements.

Leaders and governors are committed to improving the school. Governors have appropriate training and experience to carry out their roles. The proprietor ensures the school complies with the independent school standards and the statutory requirements of the early years foundation stage and with schedule 10 of the Equality Act 2010. Leaders and governors think carefully about how changes to the school and the curriculum will affect staff. Staff value the support they receive from leaders and governors to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors receive suitable training to lead safeguarding in the school. They know how to access support and advice from external professional services. All staff receive regular safeguarding training to help them recognise when a pupil may be at risk and in need of help. Staff know how to report any concerns that may arise.

The safeguarding policy is in place and includes all the required content. The policy is available to parents upon request.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not identified what the most important subject content is in each subject area and sequenced this knowledge from the early years onwards. As a result, teaching does not embed important knowledge and staff do not routinely check that pupils remember it. Leaders need to sequence important knowledge in all subjects from the early years to Year 6 and ensure pupils know, remember and build on this knowledge.

- Leaders are developing the school's approach to teaching phonics and mathematics. Currently, teaching includes a variety of different approaches which hampers the development of pupils' fluency in reading and mathematics. Leaders must continue with their plans to embed consistent approaches to teaching mathematics and phonics throughout the school.

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

School details

Unique reference number	148652
DfE registration number	302/6020
Local authority	Barnet
Inspection number	10226782
Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Girls
Number of pupils on the school roll	15
Number of part-time pupils	None
Proprietor	Ateres Beis Yaakov Limited
Chair	Aryeh Melinek
Headteacher	Michelle Taub
Annual fees (day pupils)	£3,300
Telephone number	020 8059 6528
Website	None
Email address	office@ateresby.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Ateres Beis Yaakov Primary School is an Orthodox Jewish girls' school.
- The school operates from 27 Green Lane, Hendon, London, NW4 2NL.
- This is the first standard inspection of the school since it was registered by the DfE on 16 August 2021.
- The headteacher took up the post fully in January 2022.
- The school does not use any alternative providers.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and the early years leader.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and personal, social and health education. For each deep dive inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors spoke to leaders, staff and the chair of governors about safeguarding and pupil welfare. Inspectors confirmed that suitable checks are made before staff are employed.
- Inspectors reviewed staff and parent responses to Ofsted's online surveys.
- Inspectors checked the school premises to consider whether health and safety procedures met requirements.

Inspection team

Andrea Bedeau, lead inspector

Her Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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