

Inspection of a good school: North West London Jewish Day School

180 Willesden Lane, London NW6 7PP

Inspection dates:

15 and 16 November 2022

Outcome

North West London Jewish Day School continues to be a good school.

What is it like to attend this school?

Pupils respond well to the high expectations set by leaders and staff. They have very positive attitudes to learning. Pupils' behaviour is a strength of the school. Pupils show respect and kindness for each other and staff. They listen and reflect before sharing their views.

Pupils are safe in school, and they know how to keep themselves safe. They understand to report any concerns they may have to an adult. If any incidents of bullying occur, leaders follow up on this quickly. Parents and carers valued the support of staff to help keep their children happy.

Pupils love their school and learning. They showed pride in organising the school's newspaper for others in the community to read. Pupils said that a key highlight for them were the many visits organised, including the whole-school visit to a Wildlife Park. Pupils valued their school community and spoke highly of staff's care. One pupil made a comment typical of others: 'We connect with our teachers like we connect with our friends. If you are sad, they make you feel happy.'

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

Leaders have high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders give careful thought to the design of a broad and ambitious curriculum. They consider the key knowledge pupils should learn and when. Teachers encourage pupils to become familiar with subject-specific vocabulary. For instance, in science, pupils in Year 1 accurately identified different types of animals, including herbivores and carnivores.

Typically, leaders' curricular thinking helps pupils to develop understanding. For example, in history the sequencing of the curriculum enables pupils to know about different periods of time. Pupils in Year 4 spoke confidently about the lives of Romans. In a few subjects,

teachers are developing strategies to help pupils deepen their understanding. However, these are not embedded.

Leaders prioritise reading across the school. Children learn to appreciate books as they enter early years. Leaders ensure that all staff receive effective training to deliver phonics. The books pupils read match sounds they are learning. Leaders check pupils' assessment information in phonics and use this to intervene quickly if any pupil falls behind. Staff work closely with parents to promote a love of reading. For example, pupils read to their parents as part of the 'reading together' event. Pupils enjoy daily reading and story-sharing sessions. In early years, children enjoy listening to stories.

Teachers check regularly what pupils know and remember. They use this information to address any misconceptions. Pupils with SEND benefit from the support of skilled adults who use resources appropriately to help these pupils' learning. Leaders ensure that they identify the needs of pupils with SEND and work closely with external agencies to provide bespoke support.

Pupils behave sensibly in and beyond the classroom. Their learning is not interrupted through any inappropriate behaviour. Teachers encourage pupils to work together. For example, in early years, children understand the importance of taking turns and following instructions.

Pupils experience a wide range of activities beyond their academic learning. These include events such as developing circus skills and celebrating 'historical Oscars'. Pupils spoke enthusiastically about working with the wider community, including those with different faiths and beliefs. They valued learning about different cultures and sharing their own experiences with those from local schools. Pupils are taught about the world of work through visiting speakers, including members of parliament, police officers and journalists. They are encouraged to understand the importance of healthy relationships.

Staff appreciated leaders' care and understanding of their workload. Leaders ensure that staff have many opportunities for professional development. The governing body is supportive of staff and takes staff's well-being seriously.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their safeguarding responsibilities. Any concerns are identified quickly and reported using clear systems which are known by staff and leaders.

Leaders provide regular training for all staff, including through meetings and updates. They work closely with outside agencies and ensure that pupils get the help they need. The school provides pupils with mental health support, including through counselling.

Leaders work closely with families to ensure that there is ongoing support and help. Pupils are taught about how to stay safe, including online. Visitors, such as the safer schools officer, help pupils to understand how to keep safe in the local area.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers are developing strategies to help pupils to deepen their understanding; however, these are not embedded. Leaders should ensure that they continue to strengthen all teachers' subject expertise so that they build up pupils' subject-specific knowledge securely across all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2017.

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.

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	141154
Local authority	Brent
Inspection number	10240778
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Ashley Donoff
Headteacher	Judith Caplan
Website	www.nwljds.org.uk
Dates of previous inspection	4 and 5 July 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school is an orthodox Jewish primary school. Teaching is divided between the secular curriculum and Jewish studies (the Kodesh) in proportion of 70% and 30% respectively.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector conducted deep dives in reading, science and history. In each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and considered pupils' work.
- The inspector met with the headteacher and other senior leaders.
- The inspector scrutinised documentation provided by the school.

- The inspector considered the school’s approach to safeguarding, including a meeting with the designated safeguarding lead and a review of policies and procedures. Records of behaviour, bullying and attendance were considered. The inspector also viewed the school’s central record of suitability checks for staff and visitors.
- The inspector visited the playground to observe pupils at breaktimes and met with pupils to seek their views. The inspector observed pupils during lunchtime. The inspector also sought the views of teachers, including about their workload and well-being.
- The inspector considered the responses and comments of parents, pupils and staff, including through Ofsted’s online surveys.
- The inspector held a meeting with the chair and other members of the governing body, including parent governors. The inspector met with a representative from the local authority.

Inspection team

Janice Howkins, lead inspector

Ofsted Inspector

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