

Inspection of Avigdor Hirsch Torah Temimah Primary School

Parkside, Dollis Hill, London NW2 6RJ

Inspection dates: 13 and 14 June 2023

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 Good

What is it like to attend this school?

Pupils are happy at this school. They are enthusiastic about their learning, and they achieve well. Teachers know the pupils and families very well. This means that there are strong relationships across the whole school community. Pupils benefit from a broad and ambitious curriculum, which is enriched by regular visits outside of the classroom. Leaders have made sure that this curriculum is accessible for pupils with special educational needs and/or disabilities (SEND). Support for these pupils is a real strength of the school.

Leaders have made sure pupils are developed beyond the academic curriculum. Pupils are encouraged to be considerate, active citizens. They know that bullying or unkind language are not tolerated. Pupils are respectful to their teachers and to other adults. Sometimes, pupils' enthusiasm and excitement in lessons prevents them from listening to their teachers. Children in the early years are prepared well for their transition into Year 1 and beyond. Similarly, pupils in Year 6 are ready for the move to secondary school.

Staff are proud to work in the school. They feel very well supported by leaders and governors.

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

Leaders have thought very carefully about the curriculum, which is rich, broad and balanced. Pupils are encouraged to think about their place in the world, with four overarching questions that are explored in depth through the curriculum: Who are we? Where do we come from? Where do we live? Where could the future take us? Leaders have developed links across different subjects. For example, the Year 4 text about the conquest of Everest provides opportunities for deeper learning in history, geography and writing.

Leaders make sure that there is a clear progression of knowledge over time. This starts in early years. In mathematics, for example, pupils build on previous learning to develop more complex ideas over time, starting with very early number work in Nursery. Teachers make sure that pupils with SEND can access the same curriculum as their classmates. Very clear information-sharing helps teachers put different strategies in place to help these pupils. Teachers in the early years are skilled at identifying any additional needs promptly. Leaders work well with other agencies to provide support for pupils with more complex needs.

Teachers have good subject knowledge. They regularly check how well pupils are doing and set clear targets to help pupils improve their work. Leaders have provided teachers with very clear and detailed curriculum information. However, sometimes teachers are not precise enough about the content they want pupils to learn, and their instructions can lack clarity.

Reading is prioritised and celebrated. In Reception, pupils are quickly introduced to phonics. Trained teachers and support staff are swift to identify pupils who need any extra help with their early reading so that they can be supported to keep up with their classmates. Leaders have thought carefully about the books that pupils read so that they can learn about different cultures.

Leaders have high expectations of pupils' behaviour. Bullying and unkind behaviour are very rare and dealt with effectively by leaders. Pupils are polite and respectful. Children in the early years are taught to play and learn together by taking turns and showing kindness. Sometimes, in lessons, pupils do not pay attention to their teachers. This leads to some learning time being lost.

Pupils are encouraged to develop beyond the academic. They are taught about relationships and staying safe in an age-appropriate way. Leaders are keen to ensure that pupils learn important life skills. For example, Year 6 pupils take a bicycle awareness course to learn how to cycle safely and responsibly. Pupils experience a range of trips to places of historical and cultural significance, including the Houses of Parliament, HMS Belfast and the National Maritime Museum. Pupils like the different clubs that they can go to at lunchtime or after school, including chess, football and choir.

Leaders are ambitious for all pupils in the school. They show tenacity in overcoming difficulties, and they embrace support, for example from the local authority. Leaders and governors have an accurate understanding of the school's strengths and areas for development. A committed and knowledgeable governing body works closely with leaders to identify and address areas for further improvement. Teachers feel that they are valued, and they know that their well-being is prioritised by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have made pupils' safety and well-being a priority. Staff follow the set processes for reporting any concerns, no matter how small. Leaders make sure they follow up on any concerns raised, and they seek advice and support from the appropriate authorities when necessary.

Pupils feel safe in school. They know they can talk to adults if they are worried, and they like the postbox that they can use to raise any issues discreetly. Pupils are taught how to keep themselves safe in the wider community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not apply the school's behaviour system consistently. This means that some pupils do not listen to instructions or settle to tasks quickly. Leaders should help teachers to establish routines and expectations more effectively so that pupils can learn in calm and purposeful classrooms.
- Sometimes, the curriculum is not delivered as leaders intend because teachers lack precision in their choice of activities, or in the instructions given to pupils. This leads to some gaps in pupils' knowledge. Leaders should ensure that teachers receive support and training so that they select and deliver activities that enable pupils to learn the key knowledge that leaders have set out in the curriculum.

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	131916
Local authority	Brent
Inspection number	10240288
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Boys
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	Benjamin Gordon
Headteacher	Michael Coleman
Website	www.torahtemimah.wordpress.com
Dates of previous inspection	6 and 7 October 2021, under section 8 of the Education Act 2005

Information about this school

- Avigdor Hirsch Torah Temimah Primary School is a Jewish voluntary-aided school.
- The school does not use any alternative education providers.
- Since the last inspection, there have been changes to the school leadership, including significant changes to the governing body.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, history and design and technology. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. The inspectors also visited lessons in other subjects, and they looked at pupils' work and curriculum information.

- The inspectors held meetings with the headteacher, members of the leadership team and members of staff, as well as with a range of pupils. The inspectors met with leaders responsible for SEND, early years provision, behaviour and attendance, and pupils' wider development.
- The lead inspector looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- Inspectors spoke with parents and carers, and they considered the survey responses from parents and staff.
- The lead inspector also met with governors, including the chair of the governing body, and with a representative from the local authority.

Inspection team

Bob Hamlyn, lead inspector

His Majesty's Inspector

David Bryant

Ofsted Inspector

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