

Inspection of Shalom Noam Primary School

East Road, Edgware, Middlesex HA8 0AJ

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

All staff inspire pupils' to love learning here. Leaders encourage pupils to act with tolerance and respect for others. One parent or carer, typical of many, commented: 'My children are flourishing, learning well and being given a strong foundation of skills that will prepare them for their futures.'

Leaders have designed a broad and rigorous curriculum. They ensure that all pupils follow it. This includes pupils with special educational needs and/or disabilities (SEND). Leaders have high expectations of pupils and of staff. While these expectations are regularly met, leaders constantly look to improve the school further.

Leaders want pupils to enjoy school because 'happy children learn well'. Pupils are kind and they are safe, too. Pupils from different year groups play and speak with one another happily. Pupils know never to disrupt their classmates' learning.

Leaders organise many experiences for pupils to ensure that they are fully prepared for life in modern Britain. The school council provides pupils with opportunities to contribute to school-wide decision-making. Leaders support pupils' mental health. For example, they organise a well-being-awareness day. Oscar, the school's therapy dog, comes into school every week to work with selected pupils. Pupils attend clubs including chess, netball and typing.

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

Leaders have designed the school curriculum so that there is sufficient time for pupils to study across all national curriculum subjects.

In reading, mathematics and science, leaders' curriculum thinking is particularly strong. This is reflected in the school's excellent results in current published outcomes for 2022. In mathematics, for example, leaders have specified the exact knowledge that pupils need to know, and the order in which they should learn it. The curriculum in mathematics provides pupils with regular opportunities to practise and master mathematical problems. Teachers then introduce new and more complex knowledge only when pupils are ready. In science, for example, pupils in Year 4 successfully applied their knowledge of sound to discuss and predict the volume of different sounds. Pupils used the correct scientific words to explain their thoughts.

In a few subjects, including in the early years, leaders' curriculum thinking is not as sharply thought through. In these subjects, leaders have not identified the skills and knowledge that pupils need to know and remember in as much detail as other subjects. This means that the curriculum does not enable pupils to know, remember and do as much as they should in these subjects.

Teachers often check that pupils understand their learning. They regularly provide pupils with the guidance and support that they need to improve. Specialist teachers,

for example in physical education and music, give pupils precise feedback on how to improve. However, the curriculum sequencing in some subjects does not provide opportunities for pupils to systemically revisit some of the important knowledge that they have learned.

Leaders implemented a new and ambitious reading programme in September 2022. Teachers check and evaluate pupils' understanding of the letters and sounds that they have learned. They support pupils who need more confidence to learn to read. Leaders provide these pupils with regular opportunities to catch up with their peers. These occur informally throughout the school day and as part of timetabled keep-up sessions. In the early years, teachers support children to expand their vocabulary and understanding. For example, children in Reception who had learned about animals explained that, 'Chicks come from eggs, eggs come from chickens and chickens live in coops.'

Leaders provide appropriate support for pupils with SEND. They make sure that pupils with SEND achieve their best. Leaders work closely with external agencies, parents, carers and teachers to make sure that this is consistently the case for all pupils with SEND at the school.

Pupils are highly attentive and studious. They take their studies seriously and are excited about learning. Pupils contribute to school life in many ways. For example, litter and lunch monitors ensure that the school site is kept clean. Older pupils help encourage younger pupils to enjoy books by reading with them.

The personal development programme for pupils is wide-ranging. Teachers encourage pupils' understanding of topics that include their role in civil society, how to manage their emotions, personal safety and how to avoid risks. During healthy living week, pupils are taught how to eat well and to exercise regularly. Teachers support pupils to set up a small business in Years 4 and 5. Younger pupils are taught how to call the emergency services and seek help should they find themselves in an emergency situation.

Leaders identify and improve aspects of the school that they know could be even better. Staff said that leaders take staff well-being seriously. They also said that leaders are mindful of their workload. The governing body supports leaders in this and ensures that leaders are held accountable for their actions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive appropriate safeguarding training. Teachers know which signs to look out for that may indicate that a pupil could be at risk from harm. Teachers also report any concerns that they may have. Leaders take quick and effective action when necessary. They involve external agencies when appropriate. Pupils are taught how to keep themselves safe in the local community

and online through information provided in assemblies and as part of the school's personal development programme.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, leaders have not sufficiently isolated and sequenced the precise knowledge and skills that pupils need to know and remember over time. In these subjects, pupils are not helped to build as deep a body of knowledge as in other subjects. The school should ensure that the core knowledge and skills that pupils need to know are clearly defined and sequenced across all subjects, and ensure that pupils are helped to remember key content over time.

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 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	146803
Local authority	Barnet
Inspection number	10268405
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair of governing body	Nahva Rose
Headteacher	Chaya Posen
Website	www.shalomnoam.org
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become a voluntary aided school in January 2019. The predecessor school, Noam Primary School, was an independent school and was judged to be good overall by Ofsted in January 2018.
- Pupils study the subjects of the national curriculum and Jewish studies. Jewish studies make up 40% of pupils' timetable.
- The school uses no alternative providers.
- The school's most recent section 48 inspection for schools of a religious character was carried out in March 2023.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and other senior leaders. Inspectors met with leaders with responsibility for pupils with SEND, personal, social and health education, behaviour, early reading and pupils' wider development.
- Inspectors carried out deep dives in early reading, mathematics, science and music.
- For each deep dive, inspectors discussed the curriculum with subject leaders, 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 considered the school's policies and procedures for safeguarding. Inspectors looked at documentation related to safeguarding, including the school's record of pre-employment checks.
- Inspectors met with representatives from the governing body and the local authority.
- Inspectors considered the respective responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

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His Majesty's Inspector

Georgina Herry

Ofsted Inspector

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