

# Inspection of Hertsmere Jewish Primary School

Watling Street, Radlett, Hertfordshire WD7 7LQ

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Inspection dates: 5 and 6 March 2024

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

The headteacher of this school is Rita Alak-Levi. This school is part of the Jewish Community Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Jones OBE, and overseen by a board of trustees, chaired by Michael Goldstein.

## **What is it like to attend this school?**

There is a vibrant 'buzz' and community spirit around the school. Each morning gets off to a good start with friendly greetings between staff and pupils. These kind, respectful relationships continue throughout the day. Older pupils love to help younger pupils in classes and at breaktimes.

Pupils develop confidence and are proud to be themselves. They are accepting of difference. Pupils are self-aware and reflective. They understand what they need to help themselves to learn effectively. They support each other to do their best.

Pupils know the high standards of behaviour that their teachers expect. Pupils learn about the importance of good manners from the early years. Occasionally, some pupils lose their focus in lessons. When this happens, teachers gently remind them of the rules.

Pupils are eager to learn, from the start in early years. Adults ask questions that promote curiosity. Even the youngest children learn to persevere when tasks are hard. In lessons, most pupils are keen to do very well. They achieve high standards and understand how their learning today will help them in the future.

There are plenty of opportunities for pupils to pursue interests such as gardening, choir and chess. Sporting teams for netball and football help pupils develop their teamwork skills.

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

Together, school leaders at every level have established a shared vision. They check how effectively things are working and strive for ongoing improvements. The safety and well-being of staff and pupils are at the forefront of the school's work. There is a happy and inclusive culture in the school.

The school has established an ambitious curriculum. Children in the early years are supported through play to develop independence and learn early mathematics and reading skills, ready for Year 1. In most subjects, teachers have the right training and support to put curriculum plans in place well. In these subjects, pupils look forward to their lessons. Teachers select activities and resources carefully so that pupils remember and build on key concepts. They check pupils' understanding. When teachers spot a misconception, they use this straight away to go back over what pupils need to know before moving the learning on. In these subjects, most pupils achieve well and enjoy their lessons. Extra adults provide plenty of encouragement and reassurance. Sometimes, however, these adults could be even more effective in helping pupils to join in lessons and learn.

In a few subjects, including reading, the curriculum is newer. In these subjects, the expertise of staff to teach these subjects is not consistently strong. Children start to learn phonics straight away in the early years and most children quickly become

fluent and enthusiastic readers. Pupils who fall behind in reading get extra help straight away, but this is not consistently well matched to what pupils need to learn. Most pupils catch up quickly, but a few pupils do not make as much progress as they could. Pupils enjoy the ambitious books they encounter through the curriculum. While outcomes in reading are high, there is even more to do to ensure that all pupils progress well in key stage 2.

The school is quick to spot pupils with special educational needs and/or disabilities (SEND). The school puts in place additional help for those who need it. Occasionally, this help is not focused precisely on what pupils with SEND need to learn. Teachers adapt their lessons well with extra resources or explanations. This enables pupils with SEND to join in with learning alongside their peers.

Pupils' positive attitudes to school are reflected in their good standards of attendance and punctuality. Around the school, pupils behave well because they know and follow the school rules. In the early years, children learn to take turns and share their resources generously.

Older pupils are proud to take on leadership roles and show great care for their school and each other. The school council helps pupils to understand democracy in action as elected members work with leaders to make changes, such as to school lunches.

Pupils are well prepared for later life. They learn about healthy eating, lifestyles and relationships. They also learn to stay safe online and out of school. Teachers encourage pupils to set themselves goals and to be aspirational. Pupils also show care for others, for example by raising funds for charity.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, the curriculum is not consistently well embedded. In these subjects, some pupils have not achieved as well as they could. The school should ensure that staff have the guidance and support so that they can implement the curriculum in these subjects as well as leaders intend. The school should then evaluate the effectiveness of the changes made to ensure continued improvement.
- Some of the extra support for pupils is not precisely matched to their needs. When this happens, gaps in learning develop or persist. The school should ensure that staff have the expertise to provide appropriate support in and out of class and to monitor this support carefully to ensure that it works well.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147283
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10295111
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Goldstein
<b>Chief Executive Officer</b>	Gareth Jones OBE
<b>Headteacher</b>	Rita Alak-Levi
<b>Website</b>	<a href="http://www.hjps.herts.sch.uk">www.hjps.herts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened in October 2019 as part of the Jewish Community Academy Trust. When the predecessor school was last inspected in January 2019, the overall effectiveness grade was inadequate.
- The school does not use any off-site providers of alternative education.
- The school provides nursery education for children from the age of three.
- As the school is designated as having a religious character, this is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school took place in May 2022. The school will receive its next inspection within five years of this date.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.
- Inspectors met with senior staff in the school, including the headteacher, the vice-chair of trustees, the chair of governors and the designated lead for safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the views of parents and carers through responses to the online survey, Ofsted Parent View, including the free-text comments. Inspectors gathered the views of staff and pupils through Ofsted's staff and pupil surveys, as well as discussions conducted throughout the inspection.

### **Inspection team**

Lynne Williams, lead inspector

His Majesty's Inspector

Georgina Nutton

Ofsted Inspector

Lynda Walker

Ofsted Inspector

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