

Inspection of Mosaic Jewish Primary School

170 Roehampton Lane, Roehampton, London SW15 4EU

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The interim headteacher of this school is Liz Gyepi-Garbrah. The school is a single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Liz Gyepi-Garbrah, and overseen by a board of trustees, chaired by Diana Muallem.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school has developed a clear vision to 'celebrate each child's individuality and nurture their potential', Pupils are happy here and safe. The school is very nurturing and welcoming. Diversity and difference are celebrated. This is demonstrated in events such as European Language Day and through routinely encouraging pupils to share and discuss different cultures and perspectives. This approach is strongly rooted in empathy and respect.

Pupils learn the value of citizenship and responsibility through meaningful work and good deeds. These include supporting local homeless shelters, providing pupils' artwork to hospitals and regularly performing at a local care home. Pupils gain valuable life experiences from a range of enrichment activities. The school has a wide offering of workshops, trips and opportunities in art and music.

The school has high expectations for pupils. They typically achieve in line with national outcomes by the end of Year 6. This includes pupils with special educational needs and/or disabilities (SEND). The school works in partnership with parents and carers with increasing success. Parents recognise the pastoral care provided to their children and feel the school puts their children's interests first.

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

Pupils follow a broad and enriched curriculum. Wherever possible, the school brings learning to life. For example, pupils visit galleries, take part in poetry workshops with local writers and visit theatres. Pupils enjoy their learning and these interactive opportunities.

The curriculum is often well designed to build on prior knowledge. Where this is most successful, pupils learn well and have time to practise and apply their understanding. For example, in art lessons, teachers carefully model techniques before pupils experiment with shading and colour. However, in some subjects, the aims and ambitions of the curriculum are not fully realised. In these subjects, pupils do not consistently deepen their knowledge.

The school identifies pupils with SEND quickly. These pupils are provided with meaningful support and thoughtful strategies outside of class should they need it. These are delivered by skilled staff. However, at times, they are not given the tools and adaptations they need in lessons to learn the curriculum successfully.

There is a growing reading culture in the school. This is strongest in the younger years, where pupils take part in 'book battles' and often read for pleasure. Pupils read a range of ambitious texts in class, and these are diverse and thoughtfully selected. For example, children in Reception read both 'The Gingerbread Man' and 'The Runaway Chapati Man' to compare different tales. Younger pupils follow a well-organised phonics programme, which is set out logically to build knowledge gradually. Those who need additional help are given effective support so they quickly learn to read accurately and fluently.

Children in early years make a strong start to their learning. They are provided with imaginative activities. Children develop their understanding through songs, purposeful tasks and staff interactions. For example, pupils group coins in treasure chests and are encouraged to use full sentences to explain their ideas such as 'we know this because'. Children build their confidence and resilience to setbacks. Staff are skilled in building their concentration skills.

Pupils attend school regularly. Conduct around school is calm and purposeful. Children in the early years are kind to one another. Pupils are quick to follow instructions and are polite and courteous. The school has established a new behaviour policy with high expectations for pupils. However, it is not currently applied consistently. This means, at times, some low-level disruption in lessons is allowed to continue, which can affect pupils' learning and the progress they make.

Pupils are thoroughly prepared for their next steps. The school delivers a secure personal, social, health and economic education curriculum. There is a sharp focus on preparing pupils for life in modern Britain. Pupils learn in detail how to stay healthy and safe, including online. Many pupils take leadership roles to contribute diligently to the life of the school. These include considered roles such as the Torah team, ambassador roles and school council. The school continuously develops the extra-curricular offer so there are wider sporting opportunities to build on the already established clubs, including coding, chess and choir.

Leaders are evaluative and ambitious for the school. Trustees take their responsibilities seriously and work with leaders to drive improvements. One trustee summed up the views of many when they said they wanted a 'faith school for our time'. This reflects the palpable ambition for the school to be a cohesive community that is inclusive, diverse and compassionate.

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 less coherently sequenced. This means that teachers are unclear about what pupils should learn and in what order in these subjects. The school should ensure that the curriculum is consistently sequenced coherently, so that pupils revisit, practise and apply their understanding. This will help pupils learn with increasing success in these subjects.
- Sometimes the curriculum is not adapted to meet the needs of pupils with SEND successfully. This means that, at times, pupils with SEND do not learn the curriculum as well as their peers and are overly reliant on adult support. The school should ensure that teachers make more effective adaptations to the curriculum so that pupils with SEND learn with the same consistency as their peers.

- Some staff do not apply the school's high expectations for behaviour consistently. This means there are occasions when pupils' attitudes to learning do not match those expectations. The school should ensure that teachers apply the school's behaviour policy consistently.

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

Unique reference number	139687
Local authority	Wandsworth
Inspection number	10377505
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	Board of trustees
Chair of trust	Diana Muallem
CEO of the trust	Liz Gyepi-Garbrah (Interim CEO)
Headteacher	Liz Gyepi-Garbrah (Interim Headteacher)
Website	www.mjps.org.uk
Dates of previous inspection	24 and 25 June 2015, under section 5 of the Education Act 2005.

Information about this school

- Mosaic Jewish Primary School has a Jewish ethos.
- Since the previous inspection, the senior leadership team has been restructured. A new interim headteacher took up post in February 2024.
- Since the previous inspection, the school has grown. At the last inspection, the school opened with Reception and Year 1 classes. The school is now open to pupils from Reception to Year 6.
- The school uses one registered alternative provision.
- The school provides breakfast and after-school clubs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 took that into account in their evaluation of the school.
- Inspectors met with senior leaders, representatives from the governing body, a representative from the local authority, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and modern foreign languages (Spanish). 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 samples of pupils’ work. Other subjects were also considered as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders’ evaluation of the school and priorities for school improvement.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke to pupils, parents and carers, and staff and took into consideration Ofsted’s online staff and pupil surveys.
- Inspectors checked the school’s policies and records, including those related to behaviour and pupils’ wider development.
- Inspectors observed pupils’ behaviour across the school, including as they arrived and left the school.
- 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.

Inspection team

Sarah Saunders, lead inspector

His Majesty’s Inspector

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