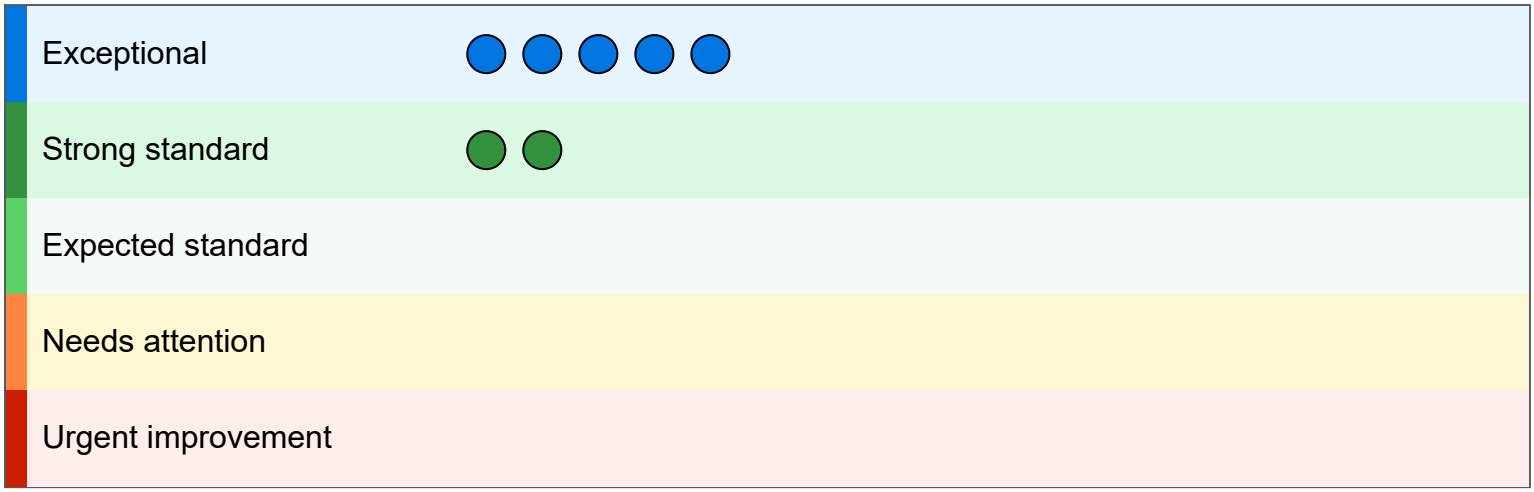
JFS

Address: Kenton, The Mall, Harrow, Middlesex, HA3 9TE

Unique reference number (URN): 133724

Inspection report: 28 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Achievement

Exceptional

Pupils, and students in the sixth form, achieve exceptionally well across the wide range of subjects they study. Published academic outcomes are very high. Pupils' overall attainment at GCSE and A-Level is consistently above national averages. These highly positive outcomes are reflected in the sustained and excellent quality of work that pupils produce in lessons. Pupils make remarkable progress from their starting points across the school. They build deep knowledge because the curriculum is very well organised and teaching helps them remember important ideas in detail. Pupils apply their knowledge with impressive fluency and accuracy. Pupils talk confidently about what they have learned and how their teachers help them improve. Published data shows that disadvantaged pupils consistently make better progress and attain significantly above national averages. These pupils have a truly transformational experience at this school. Pupils are extremely well prepared to take their ambitious next steps in education, training or employment.

Curriculum and teaching

Exceptional

Leaders have thoughtfully designed a curriculum that is highly ambitious. It is carefully ordered so that pupils' new learning builds securely on what has gone before. It stretches and challenges all pupils, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders know the quality of teaching in the school well. They have established a thorough programme of quality assurance that ensures that classroom teaching prepares pupils extremely well for each stage of their education.

Teachers have excellent subject knowledge and use this consistently well to break down complex ideas, including in post-16 lessons. Leaders identify opportunities to further strengthen teachers' expertise and provide timely, focused training. Staff know their pupils extremely well. They adapt the curriculum with precision, so that pupils with SEND can access their learning successfully. The use of assessment across the school is cutting edge. Leaders have thought carefully about learning milestones and developed a highly sophisticated system which enables 'live' assessment information to be shared with parents and carers, pupils and teachers regularly. Highly effective and consistent checks on learning mean teachers quickly spot if pupils have gaps in their knowledge or need further help and practice. Teachers provide high-quality, personalised feedback and inspire students to develop a rich and deep understanding of the subjects they study. Pupils use their well-developed study skills to continually develop their ability to learn independently. As a result they consistently produce extremely high-quality written work.

Leadership and governance

Exceptional

School leaders are driven by a moral imperative to ensure that every pupil benefits from an education that is of the highest possible quality. They are unrelenting in their ambition for all pupils. As a result of a clear, shared vision, leaders at all levels take decisions that are in the best interests of pupils. They pay particular attention to the needs of disadvantaged pupils, those with special educational needs and/or disabilities, those known or previously known to children's social care, and those who face other barriers to their learning.

Leaders have a forensic understanding of the school, pupils and the local community, which means they have a shared understanding of the school's strengths. There is no complacency. Leaders are committed and determined to continue to refine and improve the school. High-quality training ensures that staff are ready to deliver the ambitious curriculum with enthusiasm. This professional learning is greatly valued by staff and drives the exceptionally high standards seen across the school. Staff are immensely proud to work at the school. They appreciate leaders' openness and genuine care to reduce their workload and support their wellbeing.

Governors maintain a consistently accurate view of the school's strengths and priorities. They work closely with school leaders providing both support and robust challenge. They hold them to account for the quality of education that pupils receive and for the impact of resources, including the use of pupil premium funding. This in turn supports the school in providing an exceptional education to all pupils.

Personal development and wellbeing

Exceptional

Leaders provide an astonishing programme of personal development that helps pupils grow into highly confident, respectful and resilient young people. Pupils are extremely well supported in their spiritual, moral, social, and cultural development. They are reflective about their beliefs and values. Pupils have opportunities to debate moral and philosophical issues and show respect to views that differ from their own. As a result, pupils are able to speak with maturity and confidence when discussing their beliefs and opinions. Pupils show a well-developed sense of fairness and equality. They celebrate differences and understand the implications of discrimination. This is shown through the vast opportunities for volunteering and charitable work. Pupils learn about healthy relationships, other cultures and religions and how to live healthily. They learn about online safety and how to stay safe in the community. Through their citizenship education, pupils show a mature understanding of important concepts, such as democracy and dictatorship. This ensures that pupils are exceptionally well prepared for life in modern Britain.

Trips, educational visits and workshops are carefully planned to contribute to and expand pupils' experiences. There are a wide range of clubs on offer during lunchtime and after school. Many of these clubs and societies are run by the pupils and students in the sixth form. These activities develop their talents and interests as well as their leadership and interpersonal skills. Pupils across the school are encouraged to become leaders and they relish the opportunity to be active in the school community. For example, older pupils support younger pupils through the paired reading programme and numeracy support.

The careers programme is comprehensive and effective. It is planned carefully so that, in every year group, pupils meet a range of employers and learn about the world of work. This programme is well supported by the school's vast and dedicated alumni. Pupils get tailored guidance to help them make informed choices. Pupils therefore go on to a range of ambitious and appropriate next steps, including high-performing universities.

The school provides high-quality pastoral care. Staff have positive and constructive relationships with pupils. Leaders use precise plans to ensure that vulnerable pupils get the

right support at the right time. This is particularly beneficial in creating a harmonious school community.

Post-16 provision

Exceptional

The sixth form offers an extremely broad and ambitious range of subjects. Leaders think carefully about the mix of academic and vocational courses on offer so that it meets the needs and interests of all students. The pathways that students choose are well matched to their aspirations and career goals. Teachers are experts in their fields. They deliver the curriculum with passion and flair. They explain knowledge precisely and balance this with probing questions that make students think hard. Students respond well to expert teacher feedback and are fully supported to deepen their understanding. Students develop high levels of independence that prepares them extremely well for further study.

There are many opportunities in the sixth form for students to develop their character and learn about key issues. For example, students learn about consent, the dangers of drug abuse and how to manage their finances. This prepares them well for adulthood. Students also enjoy taking part in enrichment activities, such as an annual trip to Poland and a myriad of volunteering and charitable endeavours.

Leaders ensure that students are very well informed about the options available to them after leaving the sixth form. Students visit universities and careers fairs and engage meaningfully with employers. Sixth-form students move on to ambitious education, employment or training destinations.

Strong standard

Attendance and behaviour

Strong standard

Pupils attend school regularly and understand why regular attendance matters. The inclusive ethos of the school ensures that pupils enjoy coming here. Leaders analyse attendance data in great detail, for all pupils and for specific groups of pupils. They set clear expectations and work closely with families to remove barriers to attendance successfully. As a result, pupils' attendance is high and leaders’ actions have begun to significantly improve attendance for disadvantaged pupils. Pupils arrive on time and settle quickly, so lessons start promptly.

Leaders have established a calm, orderly atmosphere across the school, which is highly conducive to learning. Staff have consistently high expectations of pupils' conduct, which are respected and adhered to. Pupils value learning and do not experience any disruption in lessons. Pupils across the school are self-disciplined and respectful. They show great care for each other in lessons and during social times. When minor issues arise, leaders provide immediate tailored input to help pupils reflect and improve. This reduces repeat problems over time and ensures that pupils do not miss out on learning. As a result, pupils feel safe, relationships with staff are positive and learning time is maximised. These very high

standards of attendance and behaviour contribute directly to pupils’ remarkable academic success.

Inclusion

Strong standard

School leaders ensure that pupils' needs and best interests are central to their decisions. Every pupil's academic success and wellbeing is a priority. This is underpinned by robust safeguarding and carefully adapted support.

Staff benefit from extensive training to enhance their understanding of inclusive practice. They quickly recognise the additional needs that pupils with special educational needs and/or disabilities may have. Staff work highly effectively with external professionals and parents and carers to ensure that pupils get the support they need. Staff use a range of methods for identification, including their inclusion tracker, to continually assess and review what support would be of most benefit to each pupil. They also make sure that parents are fully involved in shaping individual plans, which are adjusted and tweaked regularly. Pupils and parents value this partnership.

Leaders use additional funding extremely well to overcome pupils' barriers to future success. This includes additional tuition and a well-established literacy programme that supports pupils who need extra help with reading. The school funds enrichment activities for disadvantaged pupils so that they have high-quality experiences that enhance the curriculum and their opportunities at school.

A small number of pupils attend alternative provision. These placements are purposeful and precisely tailored to meet pupils’ needs.

What it's like to be a pupil at this school

This is a highly inclusive and aspirational school. Pupils describe feeling safe, known and valued. They speak confidently about the positive relationships they have with staff and with one another. A clear sense of belonging is evident. Pupils, and students in the sixth form, talk with pride about being part of a warm, respectful community where it is 'ok to be different' and where staff notice quickly if someone is struggling. Bullying is rare and pupils rightly trust that staff will resolve it swiftly, should it occur.

The school supports pupils to become independent learners with a thirst for learning. Pupils relish opportunities to discuss and debate what they have learned with their peers. Teachers explain things clearly, challenge pupils to think deeply and give them the feedback they need to improve. Pupils are taught by expert teachers and are highly motivated to succeed. Pupils who are disadvantaged and pupils with special educational needs and/or disabilities receive high-quality support and personalised learning. Any barriers to learning are identified systematically and swiftly dismantled. Pupils recognise how well adults understand them and adapt teaching so they can succeed. As a result, pupils’ achievement is superb.

Outside the classroom, pupils thrive through a wide range of extra-curricular activities. These include sports, drama and student-led societies. They talk enthusiastically about trips,

clubs, leadership opportunities and excellent careers guidance. There is a real emphasis on personal development, including healthy relationships, equality and staying safe. Leaders' careful cultivation of pupils' character is particularly worthy of note. This is reflected in pupils' determination to live in accordance with the school's values. Pupils, and student in the sixth form, embrace meaningful opportunities to serve the school community. For instance, they take on roles as mentors or buddy readers for their peers. They develop skills that prepare them extremely well for life in modern Britain.

Next steps

- Leaders should continue to refine their systems for inclusion and attendance to achieve and sustain exceptional standards which have a transformational impact on all groups of pupils, particularly those who are disadvantaged.

About this inspection

The chair of the board of governors in this school is Mark Hurst.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

During the inspection, inspectors spoke with the headteacher, other senior leaders and members of the local governing body. Inspectors also spoke to leaders at other provisions who work with the school's looked-after pupils and those attending alternative provision.

Inspectors considered the responses of parents to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted’s online staff and pupil questionnaires.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Jewish religious character. The school's last section 48 inspection, for schools of a religious character, was in March 2025.

The school makes use of 3 registered alternative provisions.

Headteacher: Dr David Moody

Lead inspector:
Sam Johnson, His Majesty's Inspector

Team inspectors:
Duncan Kamya, His Majesty's Inspector
Karlene Dampha, Ofsted Inspector
Gareth Cross, Ofsted Inspector
Eliot Wong, Ofsted Inspector
Katerina Christodoulou, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 28 April 2026

School and pupil context

Total pupils

2,040
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

2,165
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

5.73%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.09%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

11.62%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	79.0%	45.4%	Above
2023/24 (final)	80.3%	45.9%	Above
2022/23 (final)	82.1%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	64.6	46.1	Above
2023/24 (final)	63.7	45.9	Above
2022/23 (final)	64.5	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	1.16	-0.03	Above
2022/23 (final)	1.20	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	58.3%	25.8%	Above
2023/24 (final)	47.4%	25.8%	Above
2022/23 (final)	50.0%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	49.7	34.9	Above
2023/24 (final)	51.2	34.6	Above
2022/23 (final)	51.1	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.35	-0.57	Above
2022/23 (final)	0.45	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	58.3%	53.1%	5.2 pp
2023/24 (final)	47.4%	53.1%	-5.8 pp
2022/23 (final)	50.0%	52.4%	-2.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	49.7	50.4	-0.7
2023/24 (final)	51.2	50.0	1.2
2022/23 (final)	51.1	50.3	0.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.35	0.16	0.19
2022/23 (final)	0.45	0.17	0.29

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	97%	92%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	46.09	35.00	Above
2023/24 (final)	45.76	34.38	Above
2022/23 (final)	47.45	34.16	Above

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.4	0.0	Above
2023/24 (revised)	0.5	0.0	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.1%	8.4%	Below
2023/24 (3 term)	7.1%	8.9%	Below
2022/23 (3 term)	7.0%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	19.0%	23.4%	Below
2023/24 (3 term)	24.5%	25.6%	Close to average
2022/23 (3 term)	20.2%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright