

Inspection of Sacks Morasha Jewish Primary School

31 Stanhope Road, Barnet, London N12 9DX

Inspection dates: 12 and 13 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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?

This is an inclusive school where pupils build strong relationships with each other. Leaders have established a set of shared values that are central to school life. Pupils here are happy, kind and work together to make the school 'a lovely place to be'.

Leaders have high aspirations for pupils. They want them to achieve the very best standards. Pupils respond well. They work hard in lessons and develop a love for learning. Pupils here are confident and articulate. They leave this school with the knowledge, skills and attributes they need to succeed in the next stage of their education.

Pupils behave well. This is a calm and orderly school, but also a school where pupils can have fun. They play and socialise with each other at breaktimes and lunchtimes, showing genuine consideration for each other's well-being. As pupils move through the school, they take increasing responsibility for their own behaviour.

Leaders provide pupils with a wide range of opportunities to develop their talents and interests. Pupils enjoy residential trips and activities, and events linked to the school's Jewish character. They take part in significant charity work. This is a school where pupils give back to the wider community.

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

Leaders have developed a broad and ambitious curriculum. They have identified the essential knowledge they want pupils to learn. In most subjects, including English and mathematics, the curriculum is well sequenced. This helps pupils to build up their knowledge and subject-specific skills in a logical way. However, further thinking would strengthen the coherence of the curriculum in some subjects. In early years, the curriculum covers all seven areas of learning and development. Leaders adapt the curriculum constantly to meet children's needs. This ensures that children make good progress, and leave Reception well prepared for Year 1 and beyond.

Leaders prioritise reading. From the start of Reception, pupils learn to read using phonics. A high proportion of pupils can read with accuracy by the end of Reception. They go on to develop their fluency and comprehension skills as they progress through Year 1. Pupils who need extra help with reading get it. This helps them to catch up with their peers. As pupils move through the school, they read an increasingly diverse range of texts, including non-fiction and poetry.

Teachers have good subject knowledge. They use this to good effect in helping pupils to secure their knowledge and understanding. In Reception, adults select purposeful activities, linked to themes such as the seaside. These activities help children to develop their language and communication. They also develop pupils' understanding of the world in which they live. In all year groups, teachers revisit what pupils have learned before and present new information well. This helps pupils to know and remember more.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). A high proportion of pupils with SEND access the same curriculum as their peers. Any adaptations to teaching strategies for pupils with SEND are appropriate. Leaders identify pupils' needs well. They ensure that these pupils get the additional help they need to succeed. Indeed, teachers and other adults adapt their teaching with skill. Pupils, including pupils with SEND, achieve well.

Pupils learn without significant disruption. They have positive attitudes to their learning. In Reception, children develop the social skills and emotional resilience they need for the move up to Year 1.

Leaders have established an extensive programme of personal development. Pupils learn about relationships in an age-appropriate way. They also learn about equality and diversity and physical and mental health. Leaders enrich pupils' education through trips and visits to places of cultural interest. Pupils learn what it means to be a good citizen. They develop enquiring minds, and discuss and debate issues from an informed standpoint. Leaders' approach to developing pupils' character is exemplary.

Leaders are providing pupils with a high-quality education. They have a passion and commitment to improve provision still further. Governors fulfil their statutory responsibilities well. They hold leaders to account effectively and provide strategic direction for the school. Leaders are quick to identify priorities for improvement and work hard to embed the changes they make. They engage well with parents and carers and involve them in the life of the school. Staff enjoy working here. They value the priority leaders give to staff's well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and updates about national and local safeguarding issues. This ensures that they remain alert to the signs of risk for pupils. Staff are clear that safeguarding is everyone's responsibility. They report any concerns about pupils in a swift and appropriate way. Leaders have developed effective relationships with external agencies. They ensure that they secure the help pupils need. Leaders also provide parents with information to raise their awareness of safeguarding. Pupils are taught how to keep themselves safe, including online and in the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there is not a clear rationale for the sequencing of the curriculum. Leaders' thinking about pupils' development of subject-specific skills sometimes lacks rigour. This means that some pupils do not build up their subject-specific knowledge and understanding in a logical and coherent manner. Leaders should ensure that they develop the curriculum further in these subjects, so that pupils build up a coherent body of substantive and disciplinary knowledge.

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	146662
Local authority	Barnet
Inspection number	10268874
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	Board of trustees
Chair of trust	Michael Goldstein
Headteacher	Rachel Barbanel
Website	https://sacksmorasha.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the Jewish Community Academy Trust.
- The religious character of the school is Jewish.
- The school's last section 48 inspection took place in July 2022.
- The school uses no alternative provision.
- Sacks Morasha Jewish Primary School converted to become an academy in March 2019. When its predecessor school, also called Sacks Morasha Jewish Primary School, was last inspected by Ofsted, it was judged to be good overall.

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 met with the headteacher, senior leaders, other school staff and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in history.
- Inspectors met with the school's designated safeguarding lead. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to personal development.
- Inspectors considered the responses to Ofsted's pupil survey and staff survey, and the responses to the online survey for parents, Ofsted Parent View.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

Katerina Christodoulou

Ofsted Inspector

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