



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Nancy Reuben Primary School

July 2022

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School's Details

School	Nancy Reuben Primary School			
DfE number	302/6114			
Registered charity number	1117515			
Address	Nancy Reuben Primary School 48 Finchley Lane London NW4 1DJ			
Telephone number	020 8202 5646			
Email address	office@nrps.co.uk			
Headteacher	Mr Anthony Wolfson			
Proprietor	Dayan Abraham David			
Age range	2 to 11			
Number of pupils on roll	209			
	EYFS	90	Juniors	119
Inspection dates	6 to 8 July 2022			

1. Background Information

About the school

- 1.1 Nancy Reuben Primary School is a co-educational Orthodox Jewish day school in a residential area of Hendon. It was founded in 1999 by the proprietor, who remains the honorary principal and one of two trustees who are directors of the school's charitable company. The proprietorial day-to-day responsibilities are delegated to a board of governors. The present chair of governors was appointed in June 2018. The current headteacher has been in post since April 2017. The school comprises an Early Years Foundation Stage for children aged 2 to 4 years and the primary classes for those aged 5 to 11 years.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to inspire in pupils a love of learning and to educate them to the highest possible academic standards in both Jewish and secular subjects. It seeks to enable pupils to develop positivity, self-confidence and understanding of Jewish laws with a sense of responsibility, modesty and consideration of others. The school strives to provide a caring atmosphere of acceptance where individuality is celebrated and pupils respect each other and themselves.

About the pupils

- 1.4 Pupils come from Jewish families living within a five-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 25 pupils with special educational needs and/or disabilities (SEND), which include dyslexia, attention deficit hyperactivity disorder (ADHD) and autistic spectrum condition (ASC) all of whom receive additional support. There are 3 pupils with an educational, health and care (EHC) plan. English is an additional language (EAL) for 53 pupils, none of whom require additional support. More able pupils have the curriculum modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 In most respects arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The admission register is maintained appropriately, but the school does not notify the local authority when they remove or add a pupil's name at non-standard transitions. That is, where a child of compulsory school age leaves the school before completing the school's final year, or joins after the beginning of the school's first year of compulsory education. The school does not pay due regard to the statutory guidance set out in *Children Missing Education, 2016*.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–14 and 16–21, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7(a) and (b) [safeguarding] and 15 [admission and attendance registers] are not met.**

Action point 1

The school must ensure that it notifies the local authority when it removes or adds a pupil's name to the admission register at non-standard transitions in order to safeguard and promote the welfare of pupils and prevent children from becoming missing in education [paragraphs 7(a) and 15].

Action point 2

The school must ensure that it understands and follows the statutory guidance *Children Missing Education 2016* [paragraph 7(b)].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the independent school standards are all met consistently.

2.20 The leadership and management do not promote the well-being of pupils by failing to ensure that the local authority is notified when a pupil's name is deleted or added to the admission register at non-standard transitions.

2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 3

The school must ensure that those with responsibility for leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all of the standards are met consistently and they actively promote the well-being of pupils [paragraph 34(1)(a), (b) and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor and chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

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Reporting inspector

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