ISI Independent Schools Inspectorate

School inspection report

18 to 20 November 2025

Naima Jewish Preparatory School

21 Andover Place

London

NW6 5ED

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS **3**

THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS **4**

RECOMMENDED NEXT STEPS 4

SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE **5**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE 6

SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION **7**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION 8

SECTION 3: PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING **9**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING 10

SECTION 4: PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY **11**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY 12

SAFEGUARDING **13**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING 13

SCHOOL DETAILS **14**

INFORMATION ABOUT THE SCHOOL **15**

INSPECTION DETAILS **16**

Summary of inspection findings

1. Trustees, governors and leaders share a clear understanding of the aims of the school and use these to create a school where pupils experience both a secular and religious curriculum of a high standard. They foster a real sense of community, where staff and pupils treat each other with respect and decency. Parents participate in the life of the school, such as by being governors, attending events and by learning alongside their children.

2. Leaders plan the curriculum carefully so that pupils make good progress across their subjects. Leaders also ensure that the curriculum focuses on Jewish studies so that pupils understand the importance of this in their lives.

3. Leaders carefully track pupils' attainment and ensure that lessons are tailored to support pupils' needs and abilities. Staff prepare pupils well to attend a range of senior schools.

4. In the early years, staff plan an interesting range of age-appropriate learning opportunities across the required areas of learning. Staff know the children well and cater for their specific needs. Children engage happily in activities and are comfortable in their environment. As children progress through the early years, they gradually experience more formal teaching. Children typically concentrate and join in during whole-class activities. However, at times staff do not always tailor teaching methods to children's age and stage of development as effectively as possible, with some children losing focus on their learning as a result.

5. Teachers consistently reinforce the school's values and principles. Pupils behave well and develop respectful relationships across the school. The monthly focus on a specific principle helps pupils to gain a secure understanding of what these principles mean and how they fit into their lives.

6. Leaders fulfil their responsibilities for health and safety well and maintain school buildings, facilities and resources effectively. Staff make daily checks, deal with maintenance issues efficiently and undertake all required checks on services. Leaders assess risks carefully and have robust measures in place to mitigate any risks identified.

7. The Jewish curriculum is a key component in developing moral values, kindness, respect and confidence in pupils. Staff and pupils understand the aims of the school and how these align with fundamental British values. This prepares them well for their future lives as British citizens.

8. Leaders ensure that safeguarding is a high priority and that all staff receive regular and effective training. The school uses a comprehensive system to record and communicate appropriate information, and records are carefully maintained. Pupils learn how to keep themselves safe and know who they can turn to should they have a concern.

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The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that, in the early years, staff consistently match teaching to children's age and stage of development so that children are able to sustain interest in their learning.

Section 1: Leadership and management, and governance

9. Leaders use the founder's vision and aims to provide pupils with an effective education. They prepare pupils for a successful life in British society and for a life that adheres to the values of the Torah. These aims work well in practice, with pupils acquiring the necessary knowledge and skills for the next stage of their education and future lives.

10. The governing body provides effective oversight. They have a clear understanding of the day-to-day running of the school. Governors conduct regular reviews of policies as well as external audits in areas such as safeguarding practice and health and safety. They are successful in ensuring that leaders have appropriate skills and knowledge and that the school meets the Standards consistently.

11. Leaders ensure that staff possess suitable skills for their roles through careful selection and training. Staff respect and share the aims of the school. This results in a close community, which is a key feature of the school. Staff are positive role models for pupils and help them to learn the importance of respect and kindness.

12. Leaders undertake thorough self-evaluation across all areas of school life. Through this they identify successes as well as areas for development. These shape the comprehensive school development plan. For example, leaders recognised the positive impact that teaching methods had on pupils' progress in Jewish studies and extended this across a range of other subjects.

13. Leaders and governors strive for continual improvement. The close-knit school community facilitates the sharing of ideas and leaders consider the views of staff, parents and pupils carefully. This includes through informal discussions, meetings and surveys, as well as through the school council.

14. Staff provide all required information to parents. The school's website includes up-to-date copies of key policies alongside information such as contact details for the school, previous inspection reports and leavers' results. Teachers inform parents about how their child is progressing through written reports and parents' evenings. Leaders ensure that parents of children in the early years receive the required reports, including a progress check at the age of two and at the end of the early years foundation stage (EYFS).

15. Leaders in the early years implement a regular programme of meetings with staff. These provide opportunities for staff to discuss the children in their care, to raise any concerns and to identify any areas for professional development. Leaders encourage staff to undertake any training that will enhance the experiences of the children.

16. A suitable complaints procedure is in place and is available on the school website. It outlines the three stages of the process, as well as expected timescales. Leaders act promptly when faced with any complaints or concerns and deal with them appropriately, in line with the published procedure.

17. Leaders forge effective partnerships with external agencies and are proactive in seeking specialist advice when necessary. Where pupils have an education, health and care plan (EHC plan), leaders ensure that the required information, including the use of funds, is shared with the local authority.

18. Leaders implement an appropriate accessibility plan that pays due regard to the specific needs of pupils. Leaders ensure that they fulfil their duties under the requirements of the Equality Act 2010.

19. Leaders develop detailed risk assessments for all school accommodation, trips and activities, as well as for particular issues, such as wellbeing. Leaders ensure close monitoring and ongoing maintenance of school facilities, and are alert to risks, taking effective action when any areas of concern are identified. Risk assessments include steps to mitigate any risks identified and to promote pupils' welfare.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders provide a well-planned curriculum that meets the needs of the pupils, as well as the specific expectations required from being a Jewish faith school. The breadth of the curriculum supports the school's aims and enables all pupils to make good progress. Teachers make effective use of cross-curricular links. This enables pupils to understand the relationships between different areas of study. For example, in art, pupils create mountain landscapes linked to a geography topic.

22. Teachers who deliver the core curriculum, as well as those who teach the Jewish curriculum, are knowledgeable and plan interesting lessons that engage pupils. Classroom management is effective, and resources are appropriate for the lessons planned. Teachers encourage pupils to develop independence and think critically, for example, when expressing their opinions in lessons. Pupils are articulate and speak with confidence. They use a broad range of vocabulary during discussions and use creative language in their writing.

23. Leaders ensure that the mathematics curriculum and teaching of lessons enable pupils to succeed in this subject. Teachers monitor pupils' progress carefully and track their ongoing improvement. The focus on the practical application of mathematical skills results in pupils being able to apply their knowledge in everyday situations and across the curriculum.

24. Teachers make effective use of technology to help pupils learn and provide frequent opportunities for pupils to use a range of technology across the subject areas. For example, younger pupils competently use interactive whiteboards. Older pupils are adept at conducting independent research on devices and producing presentations.

25. Leaders carefully plan the delivery of lessons so that pupils are provided with targeted support. This enables them to make good progress and understand complex ideas, for example, in the acquisition of Ivrit as pupils' modern foreign language.

26. Leaders and individual staff track the progress of pupils closely, and staff know their pupils well. Leaders evaluate data and carefully analyse the progress of individuals and different groups. Teachers use assessment data to inform their lesson planning so that teaching meets the identified learning needs of each pupil well.

27. Leaders make effective use of strategies which enable the early identification of pupils who have special educational needs and/or disabilities (SEND). Leaders maintain close links with external specialist services such as occupational and language development therapists. These therapists work directly with pupils and provide guidance and support for teachers. This ensures that teaching is matched to the needs of individual pupils, enabling them to make good progress.

28. Pupils who speak English as an additional language (EAL) benefit from an effective system that identifies their needs, sets appropriate targets and provides linguistic support via teachers and teaching assistants. These measures enable pupils who leave at the end of Year 6 to achieve fluency in English.

29. Staff in the early years plan an interesting and appropriate curriculum that enables children to progress smoothly from year to year. All required areas of learning are included and there is a gentle introduction to Jewish studies as children progress though the classes. Staff provide a wide range of engaging activities that reinforce children's understanding of concepts across the areas of learning,

such as shapes, size and colours. Positive relationships between staff and children facilitate the development of children's language and communication skills. Children enjoy sharing books and participating in rhymes and songs. As they make progress through the early years, children develop skills such as handwriting and spelling. Sessions often include an opportunity for whole-class activities, such as carpet time discussions. Teaching is typically well matched to children's age and stage of development. At times when teaching activities are less well matched, some children begin to lose interest in their learning and make less progress than they might.

30. The extra-curricular clubs programme provides opportunities for pupils to develop their interests across an appropriate range of recreational activities. In these clubs, pupils engage with others in different year groups, developing their teamwork skills and reinforcing their sense of community. Sessions are well planned, and pupils participate enthusiastically in the activities, such as in 'taskmaster club', where pupils work in teams to solve a problem, and in a multi-sports ball game.

The extent to which the school meets Standards relating to the quality of education, training and recreation

31. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

32. The personal, social, health and economic education (PSHE) curriculum encourages pupils to think about their individuality. Pupils learn the importance of self-respect as well as respect for all members of society. Pupils begin to develop self-esteem and self-acceptance. Pupils reflect on their own values and attitudes through events such as Black History Month.

33. Leaders provide an appropriate relationships and health education curriculum which successfully educates pupils about this aspect of their development. For example, pupils learn how to maintain relationships and healthy lifestyles and about the importance of kindness, empathy and sympathy. Pupils learn how to form friendships and develop their understanding of how to live their lives well. Details of the curriculum are appropriately communicated to parents. Leaders continually evaluate the course, which ensures that it remains effective.

34. The physical education (PE) programme, games activities and varied sporting clubs successfully promote pupils' physical development. These activities are supported by related topics in PSHE and science lessons. Pupils understand the many benefits of such activities, such as feeling healthy and developing confidence in themselves. Leaders celebrate pupils' successes in sport and other areas of school life, at weekly assemblies. In the early years, children develop their physical skills through regular sessions in the gym and through play. For example, they enthusiastically participate in movement sessions during which they learn to listen to instructions and develop motor skills, balance and muscle strength.

35. Specialist staff, including counsellors and a range of therapists, provide highly effective support for pupils' mental health and wellbeing. Leaders monitor pupils' needs and adapt the provision effectively so that pupils' needs continue to be met.

36. Teachers promote pupils' spiritual and moral understanding through stories, daily payers and regular assemblies. Leaders ensure that pupils learn about different religions and beliefs, such as through learning about different festivals and by comparing Judaism with Christianity.

37. Staff implement the behaviour policy effectively to promote positive behaviour. Teachers have high expectations of behaviour both within the classroom and when moving around the school, and pupils respond to these well. In the early years, leaders have an effective behaviour system, which actively involves the children as they begin to learn how to monitor their own feelings. Pupils of all ages are well behaved and kind.

38. Leaders are proactive in managing behaviour that does not meet their expectations, as well as any occasional incidents of bullying. There is a clear anti-bullying strategy, which is implemented well. Staff are vigilant, incidents are managed effectively and suitable records are kept. The anti-bullying strategies are known and supported by parents and pupils.

39. Health and safety procedures, including fire safety, are rigorous and effective. Records of maintenance and training are suitably detailed and accurate, and regulatory requirements are consistently met. Leaders ensure that the premises and accommodation are well maintained. Leaders maintain suitable levels of supervision around the school. There are proactive staff on duty at key points of the day.

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40. The school has suitable arrangements in place for pupils who have an injury, are unwell or have specific medical needs. Records are well maintained, and any patterns of incidents are regularly reviewed. Leaders provide staff with regular training, and an appropriate number of staff have first aid qualifications suitable for their roles, including paediatric first aid training in the early years.

41. Leaders ensure that the statutory requirements related to admissions and attendance are followed and upheld. Admission and attendance registers are maintained correctly, and the local authority is made aware when any pupils join or leave at non-standard times. Leaders monitor pupils' attendance rates and take appropriate action should this fall below the expected levels.

42. Children in the early years are confident to express ideas. They form positive relationships with their key people and transition between activities sensibly. They understand the class routines and follow instructions well, such as when tidying up after an activity. Staff implement well-planned arrangements for meal and snack times. The youngest children eat in their classrooms, developing independence in washing their hands and serving themselves vegetables. Staff sit with children at mealtimes and supervise them carefully.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

43. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

44. The breadth of the school's curriculum and regular school events support pupils' knowledge and awareness of wider social and cultural matters. Teachers emphasise the importance of mutual respect and the value of each individual, including an understanding of what makes people different from one another. Pupils show respect towards each another. Leaders ensure that pupils learn about the beliefs and cultures of others, alongside developing their knowledge and understanding of their own faith. Leaders instil the values of being respectful, kind and honest and taking responsibility for their own actions. This ensures that pupils are well prepared for life in British society.

45. Regular joint events for pupils and parents, such as the weekly breakfast session, promote a sense of community, developing pupils' social and cultural knowledge alongside a knowledge of fundamental British values. In these sessions, pupils and parents are encouraged to think about what can be learnt about values such as respect and individual liberty from stories taken from the Hebrew Bible.

46. Pupils reflect on how they uphold fundamental British values by completing a British values journal, and they begin to acquire an understanding of the importance of living by these from an early age.

47. Pupils are taught to appreciate the difference between right and wrong. They understand the need to be respectful and have rules, be it within a game, in lessons or around school. Pupils appreciate that being kind and helpful and respecting rules and the law protects everyone's interests and underpins a safe school community.

48. The school adopts a democratic system to elect school councillors. This enables pupils to make comparisons between their school elections and voting for members of parliament. Pupils undertake their roles as councillors responsibly. They understand how their school council can affect change in a similar manner to a government, for example through the process of making changes to school menus.

49. Pupils gain an understanding of public institutions and services through trips and visiting speakers. For example, pupils visit the Houses of Parliament and attend talks by the police and doctors. Residential trips, both in this country and overseas, broaden pupils' awareness of the wider world and foster independence.

50. Teachers provide pupils with a range of practical opportunities to develop their economic awareness. For example, for the school's 'Purim Carnival', each class develops an idea for a product or service to sell, such as nail painting, and pupils discuss whether their prices are fair.

51. Leaders provide numerous opportunities for pupils to develop an empathetic understanding of the value of charity work, which in turn promotes their positive personal development. For example, pupils support a charity that provides backpacks for children in foster care who frequently move between families. Leaders plan opportunities for pupils to develop an awareness of the community beyond school. This enables them to develop social skills, for instance as they interact with elderly local residents who attend the school's 'friendship club'.

52. Staff in the early years are positive role models for children. Children share well and engage with others in their play. Children learn about the society in which they live through events such as Remembrance Day, Chinese New Year and Diwali. They learn about the importance of giving to those who are less fortunate through their understanding of Tzedakah (the religious obligation to do what is right and just), in an age-appropriate manner.

53. Teachers prepare pupils well for the next stage of their education within the school. Staff communicate closely at transition points and adopt a personalised approach to supporting every pupil. Leaders ensure that older pupils are ready for their move onto senior schools after Year 6, for example by providing interview practice. Pupils participate in the Junior Citizenship Scheme, which helps prepare them for life while travelling independently around London.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

54. All the relevant Standards are met.

Safeguarding

55. Leaders ensure that safeguarding has a prominent profile in the school. Governors and leaders understand the contextual risks that are specific to the school and implement robust measures to manage any risks identified.

56. Safeguarding leaders in the school understand their responsibilities well. They undertake appropriate training and have a secure understanding of the most recent statutory guidance, as well as their local authority's safeguarding procedures. The governing body maintains effective oversight of safeguarding procedures, such as by conducting an annual review and meeting with safeguarding leaders regularly.

57. Leaders maintain a well-written safeguarding policy which is updated as required. Staff engage in regular training and are confident in their knowledge about safeguarding. They know how to raise a concern and are aware that they should report any issues, however small, to leaders with responsibility for safeguarding. The weekly newsletters and scenarios posed by safeguarding leaders help staff to consider a range of safeguarding issues that could occur.

58. Leaders pay due regard to the 'Prevent' duty. They have a comprehensive risk assessment in place that is in line with the local authority guidance.

59. Leaders with responsibility for safeguarding work closely with external agencies, such as children's services, where required. They maintain organised safeguarding records and understand how and when to contact local safeguarding partners. Leaders understand the thresholds for reporting allegations to the local authority and do so in a timely manner, where necessary. Leaders competently manage any concerns and use a robust system to record and communicate appropriate information.

60. Leaders maintain robust internet filtering and monitoring to ensure that the school systems are safe. Both staff and pupils are aware of its purpose and how it helps to protect them. Leaders respond promptly to any inappropriate online activity and take suitable action to address any concerns.

61. Leaders ensure that pupils learn how to keep themselves safe. For example, pupils learn about personal safety and road safety in the PSHE programme. Pupils gain the skills and knowledge to stay safe online and use devices responsibly in lessons. Pupils learn the importance of considering whether information found on the internet is true and how to be careful when visiting websites.

62. Leaders ensure that processes for safer recruitment are robust and effective. All required pre-employment checks are carried out on staff in line with statutory guidance. A comprehensive single central record (SCR) of appointments is in place and records all recruitment checks that have been made accurately.

The extent to which the school meets Standards relating to safeguarding

63. All the relevant Standards are met.

School details

School	Naima Jewish Preparatory School
Department for Education number	213/6342
Registered charity number	289066
Address	Naima Jewish Preparatory School 21 Andover Place London NW6 5ED
Phone number	020 7328 2802
Email address	secretary@naimajps.co.uk
Website	www.naimajps.co.uk
Proprietor	Naima Jewish Preparatory School
Chair	Mr Julian Levy
Headteacher	Mr Bill Pratt
Age range	2 to 11
Number of pupils	172
Date of previous inspection	14 to 15 September 2022

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Information about the school

64. Naima Jewish Preparatory School is a co-educational independent day school located in Maida Vale, north-west London. The school is a registered charity run by a board of trustees. The trustees appoint a governing body that oversees the running of the school.

65. There are 52 children in the early years, comprising a Pre-Nursery, Nursery and Reception class.

66. The school has identified 50 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.

67. The school has identified English as an additional language for 61 pupils.

68. The school states its aims are to provide pupils with a strong secular education alongside an excellent Jewish grounding, to prepare pupils for a successful life in British society and for a life with Torah values. The school intends to help pupils of all abilities to reach their full potential and achieve spiritual maturity within a harmonious and nurturing environment of tolerance, respect and care for one another.

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Inspection details

Inspection dates 18 to 20 November 2025

69. A team of three inspectors visited the school for two and a half days.

70. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

71. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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CAP House, 9-12 Long Lane, London, EC1A 9HA

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