

# Rosh Pinah Primary School

**Address:** Glengall Road, HA8 8TE

**Unique reference number (URN):** 101340

## Inspection report: 2 December 2025

Exceptional

Strong standard



Expected standard

Needs attention

Urgent improvement

### **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.

### **Strong standard**

#### **Achievement**

**Strong standard** 

Pupils achieve highly across the curriculum. As they move up through the school, they build their knowledge securely in each subject. They master important foundations in reading, writing and mathematics, which enables them to tackle new concepts with confidence. For example, pupils use their prior knowledge of nets and measurement in mathematics to

create working cereal boxes in design and technology. Pupils produce high-quality work to be proud of. For example, pupils in Year 5 use all the things they have been taught in English, such as adverbs, inverted commas and clauses, to create impressive pieces of independent writing.

Pupils' high achievement is reflected in the school's above-average results in national assessments for reading, including phonics, writing and mathematics. Pupils with special educational needs and/or disabilities do really well from their starting points personally, socially and academically. At every stage, pupils are very well prepared for their next steps in learning.

## Attendance and behaviour

Strong standard 

Leaders place high importance on ensuring that pupils enjoy school and feel nurtured. They recognise that this is key to pupils attending regularly and arriving on time each day. Pupils' rates of attendance are consistently high. Leaders' work with individual families helps to address any attendance concerns promptly.

Pupils rise to the school's high expectations. Their consistently positive attitudes to learning help everyone to learn in an environment that is calm and orderly. Pupils know and demonstrate the school's core values in their interactions with others and as they work and play. They are particularly great at showing consideration of pupils' different needs and circumstances. As they move through the school, pupils become increasingly confident at managing their feelings and emotions. This can be seen in the way in which pupils sort out any disagreements for themselves in a sensitive and mature way. Poor behaviour, bullying and discrimination are rare. Pupils know and trust that staff will address any issues quickly and fairly.

Social times are happy occasions where pupils get on well with each other and everyone feels included. From rehearsals in the performing arts studio to the competitive games with the coach on the playground, pupils learn to collaborate, cooperate and have fun.

## Curriculum and teaching

Strong standard 

Leaders make sure that the curriculum is ambitious for everyone. They have a secure grasp on what and how well pupils are taught. Leaders ensure that staff develop their expertise in order to deliver the well-sequenced curriculum with confidence. Leaders are always looking for ways to make learning meaningful and exciting. Pupils like the opportunities to learn in different places, such as out and about in the local area where they complete traffic surveys as part of their geography fieldwork.

Staff know precisely what pupils need to learn and when, particularly pupils with special educational needs and/or disabilities. Pupils routinely benefit from well-considered resources, such as prompt sheets or help cards, as well as specific activities and interventions. These help pupils to access the curriculum and where necessary, keep up with their peers. Staff use their expertise to identify and address any gaps in pupils'

knowledge. Staff are highly focused on making sure that pupils develop strong foundations in reading, writing and mathematics. The school's emphasis on developing pupils' language and communication skills is well embedded. It all starts in the early years and builds from there. Everyone is clear about the importance of pupils knowing and using key vocabulary accurately in their spoken and written work.

## Early years

Strong standard 

Right from the start of Nursery, children settle in quickly and well. They are happy, safe and well cared for. Staff waste no time in finding out children's interests. They use these to help children to explore and learn new things. The curriculum is planned in a way that allows all children to learn and make progress at pace from their individual starting points. The school works very well with parents and carers so that everyone keeps up to speed with children's learning and achievements.

Staff are highly skilled. They encourage and develop children's language and communication skills with precision. They know what each child needs to learn next and they adapt their interactions accordingly. For example, as children pour water over blocks of ice, staff introduce some children to brand new words such as 'melt' and 'frozen'.

Meanwhile, staff know to extend the learning of others by asking children to explain why the ice is melting or to recall the names of the polar animals they can see. Approaches to develop children's early reading, writing and mathematics are well embedded. Children love to hear and retell stories and rhymes. Staff make sure that children quickly gain the phonics knowledge they need to read and spell words for themselves. They achieve highly and hit the ground running when they move to Year 1.

## Inclusion

Strong standard 

This is a school where all pupils are well known and valued highly. Diversity is celebrated, and inclusion is more than just a word. It runs through every aspect of the school's work. Pupils' strengths and talents are fostered and their individual needs are addressed consistently well. Staff do whatever is needed to ensure that pupils are well supported to achieve highly.

Leaders make sure that staff have the training they need to identify any barriers or specific needs effectively. They work closely with parents and carers as well as other professionals to ensure that pupils' all-round circumstances are well understood. This translates well into day-to-day practice because staff have the information they need about each pupil's education and care. They are fully involved in reviewing and setting pupils' targets. Staff use what they know about pupils' needs to adjust their teaching appropriately. Staff benefit from a range of training and development opportunities to continually develop their knowledge and practice. For example, staff are well trained to support pupils with autism, hearing impairments and social and communication needs.

Leaders check that teaching, including any interventions and the use of additional funding, are carefully evaluated. They ensure that these reduce any barriers to learning and make a

positive difference to pupils' academic outcomes and their personal, social and emotional development.

## Leadership and governance

Strong standard 

Leaders, including those responsible for governance, are ambitious for all pupils to achieve success both at school and in the future. Staff are proud to work at Rosh Pinah. Staff, including those new to their careers, benefit from a comprehensive professional learning programme that helps them to become experts in their field. Well-established procedures for staff to share practice and learn from each other contribute to the positive relationships and team ethic that exist. Staff can see the impact of their hard work and determination. Equally, they feel that leaders and governors are highly considerate of staff workload and wellbeing when they make decisions.

Leaders have a clear strategy to continually improve the school. They do not stand still and are tenacious in looking for ways to make things even better. Their decisions put pupils front and centre, especially disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Governors' astute understanding of the school's work allows them to challenge leaders' actions and check that these make a positive difference to pupils' outcomes. Governor strategy days enable them to see for themselves the quality of education and care that pupils receive. They bring a wealth of expertise and use this well to oversee and check key aspects of the school's work. Governors fulfil their statutory duties. For example, they make sure that the school's arrangements for safeguarding and SEND provision are robust.

Parents and carers are full of praise for the school's work. Many comment on the difference the school has made to their children's learning and development, including how it puts them in such good stead for their future endeavours.

## Personal development and well-being

Strong standard 

One of the key strengths of the school's work is the way in which leaders make sure that pupils' personal development and wellbeing underpin everything else that happens. The personal development programme is woven through the curriculum to provide pupils with meaningful and well-planned opportunities to understand themselves, their religion and the cultures that exist within the school and the wider community. The school develops pupils' understanding of fundamental British values in meaningful and well-considered ways.

The school's relationships education programme is designed to help pupils to develop an age-appropriate understanding of important themes, such as healthy friendships and different types of family. Pupils value trust, kindness and appropriate boundaries. They recognise cultural and religious differences, discuss disability with empathy and show high levels of respect for others. Pupils' reflections show maturity. For example, older boys said that 'families might look different but it is about the love inside them'. Similarly, pupils become increasingly aware of the importance of understanding different opinions. For

instance, pupils think deeply about alternative viewpoints as part of their much-loved 'debate club'.

Pupils benefit from a wide variety of enrichment activities, including sports, arts and music clubs. Leaders foster pupils' interests and talents. They make a particular and determined effort to ensure that these activities are targeted at and adapted for individual pupils. This approach is particularly well considered for pupils with special educational needs and/or disabilities. Pupils like the many opportunities for working collaboratively both within school and beyond. For example, pupils from across the school came together to create the 'Rosh Pinah Field of Poppies' as part of a school-wide history and art event.

Pupils learn the importance of keeping their minds and bodies fit and healthy. They particularly like the whole-class sessions at the start of each day, which focus on their emotional wellbeing. Pupils use a range of strategies, including breathing techniques, to help them to calm down and feel good again.

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

This happy and inclusive school comes to life when the first pupils start to arrive. Their smiles and eagerness show a genuine excitement for what they know the school day is about to bring. The warm greetings, from staff at the front gate to the teachers at the classroom doors, help pupils to feel really well cared for. Staff know pupils extremely well. This helps everyone to feel welcome, known and valued. Pupils are especially proud to help new children to settle in and make friends. Year 6 prefects are brilliant role models. They act as 'mini teachers' as they accompany younger children from the front gate to their classes, engaging them in purposeful conversations along the way.

From the early years up, pupils show a thirst for learning new things. They work hard and try their best. They particularly like that teachers make learning fun and interesting. The school's ethos very much focuses on promoting pupils' all-round development. Staff are always looking to celebrate pupils' strengths, foster their interests and address any barriers to their learning and wellbeing. Pupils with special educational needs and/or disabilities thrive and make great progress. Pupils' achievements are also reflected in the school's above-average results in national assessments.

Pupils' behaviour is excellent. Even the youngest children quickly learn the importance of sharing and taking turns. Bullying is rare. Staff sort out any problems well. Pupils feel safe. Everything that happens at Rosh Pinah helps pupils to be very well prepared for their next steps. They leave the school academically ready but also with a strong understanding of the world around them, including the importance of valuing and respecting diversity. Pupils particularly like their residential trips, such as 'Shabbaton', which help them to understand aspects of their own religion but also to develop resilience and independence.

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## About this inspection

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. Inspectors spoke with the headteacher, deputy headteacher and assistant headteacher during the inspection. They also spoke with the chair and vice-chair of governors.

The inspectors confirmed the following information about the school:

This school is registered as having a Jewish religious character. The school's most recent section 48 inspection took place in March 2025. The school uses no alternative provision.

Headteacher: Miss Jill Howson

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## Lead inspector:

Gary Rawlings-High, His Majesty's Inspector

## Team inspectors:

Alison Colenso, Ofsted Inspector

Sarah Saunders, His Majesty's Inspector

Alison Martin, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

## School and pupil context

### Total pupils

**393**

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: 272

### School capacity

**480**

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: 300

### Pupils eligible for free school meals (FSM)

**1.41%**

Well below average

### What does this mean?

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

National average: 26.3%

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

**1.78%**

Below 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: 3.5%

### **Pupils with Special Educational Needs (SEN) support**

**11.70%**

Close to average

### **What does this mean?**

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

National average: 15%

### **Location deprivation**

**Close to 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

## Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	61%	Above
2024/25	75%	62%	Above
2023/24	74%	61%	Above
2022/23	67%	60%	Close to average

## Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	74%	Above
2024/25	93%	75%	Above
2023/24	85%	74%	Above
2022/23	84%	73%	Above

## Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25	78%	72%	Close to average
2023/24	81%	72%	Above

2022/23	69%	71%	Close to average
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## Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25	92%	74%	Above
2023/24	85%	73%	Above
2022/23	84%	73%	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 reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	S	47%	S
Year	This school	National average	Compared with national average
2023/24		46%	
2022/23	S	44%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25	S	63%	S
2023/24		62%	
2022/23	S	60%	S

### Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25	S	59%	S
2023/24		58%	
2022/23	S	58%	S

### Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	S	61%	S
2023/24		59%	
2022/23	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

# 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 reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National nondisadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>		68%	
2024/25	S	69%	S
2023/24		67%	
2022/23	S	66%	S

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National nondisadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>		80%	
2024/25	S	81%	S
2023/24		80%	
2022/23	S	78%	S

## Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National nondisadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25	S	78%	S
2023/24		78%	
2022/23	S	77%	S

### Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National nondisadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	S	81%	S
2023/24		79%	
Year	This school	National nondisadvantaged score	School disadvantage gap
2022/23	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## 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 (1 term)	3.7%	5.1%	Below

<b>2023/24</b>	3.8%	5.5%	Below
<b>2022/23</b>	3.4%	5.9%	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
<b>2024/25 (1 term)</b>	7.5%	14.3%	Below
<b>2023/24</b>	6.1%	14.6%	Below
<b>2022/23</b>	4.4%	16.2%	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 standards expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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.

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