

# Inspection of a school judged good for overall effectiveness before September 2024: Beit Shvidler Primary School

261 Hale Lane, Edgware, Middlesex HA8 8NX

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Inspection dates:

29 and 30 October 2024

## **Outcome**

Beit Shvidler Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

The school is a happy place. Pupils care about the school and each other. Many pupils hold elected positions of responsibility. They represent their classmates at meetings with school leaders to share ideas on how to make the school more environmentally friendly.

Pupils regularly volunteer to help improve the school environment. For example, some pupils organised themselves into a team of library monitors. They take charge of making sure the books in the 'Magical Reading Garden' are well organised and inviting for all who want to use it.

Pupils look after each other. Year 6 pupil prefects enthusiastically help other pupils to make friends in the playground and support children in the early years with their learning. Pupils behave responsibly and respectfully. Pupils are safe here and they feel safe.

The school has high expectations for pupils' academic achievement. Pupils achieve these expectations regularly. This is reflected in their high attainment in reading, writing and mathematics that are tested and assessed nationally. The school encourages pupils to do their best. Pupils are enthusiastic about the opportunities to take part in competitions and events with other local schools.

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

The school has a broad and well-organised curriculum in place. Important knowledge and skills are logically sequenced from the early years onwards. The school helps pupils effectively to remember and build on information learned previously. For example, in the early years, children learn to count and recognise numbers represented in different ways. Pupils build on this knowledge when counting forwards and backwards in multiples of 10

in Year 1 and beyond. Teaching makes important subject knowledge clear and checks that pupils know and remember it well. If pupils struggle, staff adjust their teaching to help pupils to learn key information effectively. Typically, the school makes effective adaptations to the way subjects are delivered for pupils with special educational needs and/or disabilities (SEND). Early on, the school recognises if a pupil has SEND. The school utilises the expertise of therapists and other external experts to support pupils and the teaching they receive. This helps pupils with SEND to learn well. The school's high national assessment results reflect the strong learning and teaching pupils receive.

The school fosters a love of reading and stories from the start. In the Nursery, children listen to stories told to them on the carpet enthusiastically and attentively. Phonics teaching begins in the Reception Year. Older pupils receive phonics teaching if they need it. If pupils struggle with reading, they receive extra phonics teaching to help them to keep up. Mostly, pupils gain the knowledge that they need to read and write confidently and fluently. However, at times, the school does not pinpoint specific gaps in pupils' knowledge. When this is the case, it does not focus teaching and support precisely to help pupils catch up quickly.

The governing body and leaders work together to ensure that pupils can learn and are safe. Leaders and the governing body take staff views into account on matters that may impact workload or their well-being. Leaders and the governing body make appropriate decisions and lead the school well.

The school makes expectations about conduct clear. Low-level disruption interrupts learning rarely because pupils remain focused in lessons. Pupils are enthusiastic about school. The school provides effective support to parents and carers to help pupils attend school regularly and punctually.

The school places high importance on pupils' personal development. This is because it wants pupils to make a positive impact on the world when they get older. The provision for pupils' personal development is comprehensive. It includes appropriate, well-sequenced content. Pupils learn about cultures and traditions that are different to their own. They are taught about the importance of treating everyone equally and with respect. Pupils receive age-appropriate teaching about healthy relationships and personal boundaries from the early years onwards. The school makes pupils aware of information that should not be shared when they are online and how to report any concerns that may arise. The school encourages pupils to consider people's feelings and to help others. Pupils take part in fundraising for national and local charitable organisations regularly. Often, these are selected based on pupils' ideas. For example, because of pupils' suggestions, the school often raises donations for a local foodbank. The well-attended extra-curricular clubs assist pupils to explore their talents and interests. These include gymnastics, cooking and singing. With the help of the school, pupils organise some clubs themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Sometimes, the school does not pinpoint specific gaps in pupils' knowledge. When this is the case, teaching and support is not precisely focused to address them. This means that pupils are not helped to catch up as quickly as they could. The school must ensure that gaps in pupils' knowledge are identified and specifically addressed.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 136402   |
| <b>Local authority</b>                     | Barnet   |
| <b>Inspection number</b>                   | 10345913   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 230  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Jordan Lewis   |
| <b>Headteacher</b>                         | Leah Glick   |
| <b>Website</b>                             | <a href="http://www.beitshvidler.org.uk">www.beitshvidler.org.uk</a> |
| <b>Dates of previous inspection</b>        | 19 and 20 March 2019, under section 5 of the Education Act 2005      |

## Information about this school

- The school has an Orthodox Jewish ethos. A section 48 inspection took place in June 2023. The next section 48 inspection is due to take place before June 2031.
- The headteacher and chair of governors took up their posts after the previous Ofsted inspection.
- There is a before-school childcare provision for pupils on roll at the school.
- The school does not make use of alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector held meetings with the headteacher, other senior leaders and representatives of the governing body. The inspector also spoke with a school improvement representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Andrea Bedeau, lead inspector

His Majesty's Inspector

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