

Mathilda Marks-Kennedy Jewish Primary School

Address: 68 Hale Lane, Mill Hill, London, NW7 3RT

Unique reference number (URN): 101376

Inspection report: 20 January 2026

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 ●

Throughout the school, pupils achieve very well. In published achievement information, pupils' outcomes are consistently above national expectations. Pupils make good progress from their starting points. This includes pupils with special educational needs and/or disabilities. If pupils struggle with learning, the effective support they receive helps them to make rapid strides in securing their knowledge and understanding. They catch up quickly and are supported to keep up.

The school knows that in writing, some pupils can achieve even better than they already do. As a result, the school has introduced appropriate changes to the curriculum and teaching to further strengthen pupils' writing fluency and stamina.

Pupils remember important knowledge long term because the school helps them build on what they already know. They have a strong understanding of subjects across the curriculum. Pupils use appropriate subject vocabulary with ease to explain their ideas. By the time pupils leave the school in Year 6, they are very well prepared for secondary school.

Attendance and behaviour

Strong standard ●

Pupils come to school regularly and on time. Here, the attendance of pupils is stronger than in many schools nationally. The school monitors absence rates carefully. If attendance becomes a concern, the school works constructively and collaboratively with pupils and their families to understand the reasons for the absence and to work together so that attendance improves quickly.

Leaders have established a calm and purposeful learning environment across the school. If behaviour falls below leaders' high expectations, the school takes swift, sensitive and decisive action. This leads to rapid school-wide improvements.

School staff use research-informed training to help them to understand and apply the school's approach consistently. As a result, a calm and focused learning environment is embedded across the school, from the early years onwards. On the rare occasions when behaviour risks disruption to learning, staff deal with it quickly and effectively, so lessons can continue without interruption. Any type of unkind behaviour is not tolerated and addressed promptly.

Pupils enjoy school. Around the school and at social times, pupils are self-disciplined. They behave responsibly and maturely, demonstrating clear enthusiasm for learning and wider school life.

Inclusion

Strong standard ●

The school embeds a highly inclusive culture. This means that pupils with potential barriers to learning or wellbeing access the curriculum and wider school life in full. Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly.

Leaders draw on information from parents and carers and advice from professionals to understand pupils' needs well. The school uses this in-depth knowledge to decide how best to support pupils. For example, the school provides an appropriate learning space for pupils with specific needs. The school collaborates regularly and closely with experts from the local authority to ensure that teaching and resources maximise pupils' learning and development.

Teaching staff receive helpful training to develop their knowledge of research-informed strategies to minimise potential barriers to learning. Consequently, in lessons, additional support is well targeted and focused on developing pupils' independence and resilience.

The school reviews pupils' support regularly and does not hesitate to make changes if needed. This means that the help pupils receive is highly effective. Perceived barriers to pupils' learning are effectively minimised. The additional funding the school receives to support pupils with additional needs is used purposefully to provide well targeted support. As a result, pupils with SEND and those who face disadvantage in their everyday lives, learn and progress as well as their peers.

Personal development and wellbeing

Strong standard 

The school prepares pupils very well for later life. Leaders make deliberate links with the school values and those values that are fundamental to living in Britain. As a result, pupils are fully aware of the importance of treating everyone equally, regardless of cultural background. Pupils learn about the rights of citizens protected under the law. They receive effective age-appropriate teaching about healthy relationships. Pupils learn how to recognise risks and stay safe. This includes both online and offline hazards. The school keeps a close eye on how well pupils learn important information. If needed, teachers adjust curriculum content for pupils who need it so that they fully secure essential knowledge.

The school is highly effective in its work to support pupils to understand how they can help others and contribute to the world. For example, older pupils take part in a well-organised programme of activities designed to support the local community. This includes charitable work to support homeless people and care home residents.

The school uses its wide-ranging enrichment programme to support pupils' character development. Pupils learn essential skills, such as teamwork, resilience and responsibility, through the arts, sports and music clubs provided by the school. Pupils learn to debate and share their ideas in respectful and considered ways. For example, pupils discuss and debate their ideas with local councillors prior to their visits to the local town hall and houses of parliament.

The school regularly checks that pupils have fair access to the available provision and opportunities. Pupils with special educational needs and/or disabilities and those who may face other potential barriers to their personal development receive purposeful, accessible support when needed.

Expected standard

Curriculum and teaching

Expected standard

The curriculum is broad and well sequenced. The school makes careful decisions about the resources and approaches it chooses to use. Leaders adapt and modify curriculum content effectively. This supports pupils to learn well across the wide range of subjects, from the early years onwards.

Teachers generally have secure subject knowledge and use this well to present new learning clearly. Routinely, teaching across the school places a strong emphasis on developing pupils' language and the key vocabulary that they need in each subject.

Teaching is adapted effectively to meet pupils' needs. As a result, pupils with special educational needs and/or disabilities receive appropriate adjustments to help them to learn the curriculum. Lessons are usually well resourced and appropriately ambitious to support pupils to secure knowledge.

Typically, teaching is effective and supports pupils to build secure foundations in reading, writing and mathematics. Reading is prioritised across the school. Pupils benefit from systematic phonics teaching and regular opportunities to practise their reading skills.

The school has taken effective steps to improve pupils' writing. Leaders have made changes to the way writing is taught across the school. However, in some subjects, the types of activities used do not consistently give pupils enough practice in using what they know to develop fluent writing or to build their writing stamina. As a result, the improvements to pupils' writing are not as consistent or as timely as they could be.

Early years

Expected standard

Children benefit from a well-considered early years curriculum. This focuses on securing strong foundations for children's future learning. Appropriately, the curriculum prioritises children's communication and language development. In the Reception Year, teachers provide effective systematic phonics teaching. This supports children's early reading and writing development and prepares them well for Year 1.

The school creates an appropriate environment for children to learn and play. There are many opportunities for children to learn to count and secure their knowledge of early mathematics. The organised learning spaces help children to learn and develop their understanding, whether playing indoors or outdoors. Nurturing relationships between staff and children help children to build their confidence and to explore and enjoy their learning.

Parents and carers receive regular information to help them support their children to learn at home. Parents are welcomed into school to share their knowledge of their children's preferences and needs. The school uses this information to help children settle into school swiftly.

Teaching typically focuses on talking and working with children in ways that help them to secure and build on their learning. Most activities and purposeful conversations help

children remember important ideas. As result, children progress well overall through the early years curriculum. However, sometimes the activities chosen or the way staff interact with children do not support learning as effectively as they could.

Leadership and governance

Expected standard 

Leaders and those responsible for governance ensure that decisions are made in pupils' best interests. They prioritise the right areas to improve pupils' learning and their wider experiences of school. For example, recent changes to the way writing is taught have led to steady improvements. Leaders are aware that there is further work to do to develop and embed these changes to increase pupils' positive achievements even further.

School staff access sustained and relevant professional learning, including training supported by local authority specialists. This supports staff to build sharp knowledge and expertise. Leaders place high importance on consideration for staff's workload. They make appropriate adjustments to support staff's wellbeing.

The school engages with parents and carers purposefully. Leaders actively seek parental views and use this feedback to inform improvements. For example, pupil ambassador roles were introduced as a result of parental suggestions. Leaders work closely with external agencies and local authority professionals to support pupils with additional needs and their families.

Typically, leaders and the governing body fulfil their statutory responsibilities well. For example, leaders ensure that staff receive appropriate safeguarding training and that any concerns are acted on promptly.

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

The school's strong community ethos fosters warm, positive relationships between pupils and their families. The school goes out of its way to seek out parents' and carers' views and include them in decisions.

Pupils feel safe, cared for and fully included here. The school makes it easy for pupils to share their ideas or worries. For example, the school provides in-person and online ways for pupils to communicate with school leaders. If any concerns arise, the school responds promptly and effectively. The school teaches pupils about the importance of making a positive contribution to the community. For example, older pupils take part in a suite of activities to support local and national charities. Pupils regularly volunteer their time and raise funds to support important causes.

Behaviour across the school is calm and orderly. Pupils behave appropriately in lessons and sustain their attention to learning. This includes children in the early years who learn to listen well and concentrate on activities. At social times, pupils cooperate very well with one another. They follow the well-established routines and move around the school sensibly. The school responds effectively when behaviour falls below its high expectations. Consequently,

disruption to learning is uncommon. If incidents of bullying occur, the school deals with them effectively.

Pupils enjoy school. They rarely miss a day. They arrive happy and ready to learn. In Year 6, pupils leave the school with strong knowledge of subjects and ready for the next stage of their education. This includes pupils with special educational needs and/or disabilities (SEND). Potential barriers to learning are reduced effectively for pupils with SEND. Consequently, pupils achieve highly positive results in nationally assessed subjects. The school has a strong ambition for all pupils to achieve as well as they can. It is focused on making sure that teaching and learning activities enable the maximum learning possible.

Next steps

- From the early years onwards, leaders should develop and embed recent improvements to the curriculum and teaching so that pupils deepen their knowledge and build on their strong achievement over time.
-

About this inspection

The chair of the board of governors in this school is Zoe Sinclair.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

During the inspection, inspectors spoke with representatives of the governing body, the headteacher and other senior leaders.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

This school is registered as having a Jewish religious character. The school received an inspection of its Jewish education under section 48 of the education act in June 2024.

Headteacher: Miriam Kaye

Lead inspector:

Andrea Bedeau, His Majesty's Inspector

Team inspectors:

Robert Grice, His Majesty's Inspector

Emma O'Connor, 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 20 January 2026

School and pupil context

Total pupils

218

Close to 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

230

Close to 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)

2.06%

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

1.83%

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

22.94%

Well above 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 mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	82%	61%	Above
2022/23 (final)	73%	60%	Above

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	92%	74%	Above
2024/25 (revised)	96%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	90%	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	80%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	82%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (revised)	85%	74%	Above
2023/24 (final)	95%	73%	Above
2022/23 (final)	97%	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 mathematics

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

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

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 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

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

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

‘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 mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

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 non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

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 non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘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 (2 term)	3.2%	5.2%	Below
2023/24 (3 term)	3.1%	5.5%	Below
2022/23 (3 term)	3.3%	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
2024/25 (2 term)	2.4%	13.3%	Below
2023/24 (3 term)	3.0%	14.6%	Below
2022/23 (3 term)	3.9%	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 standard expected of them.

Expected standard ●

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk



© Crown copyright