

Pardes House Primary School

Address: Hendon Lane, N3 1SA

Unique reference number (URN): 133364

Inspection report: 25 November 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 ●

Attendance and behaviour

Strong standard ●

Leaders prioritise regular attendance. They use rigorous systems to monitor and improve attendance when necessary. Leaders act swiftly when concerns arise. They provide effective support for pupils and families who face barriers to regular attendance. As a result, attendance is consistently high and persistent absence is rare.

Pupils behave well. Relationships between pupils and staff are built on kindness and respect. This fosters a positive and respectful school culture. Leaders have created a calm, orderly and respectful environment, where learning is rarely disrupted. From the early years, children learn routines and the importance of cooperation. This underpins pupils' positive attitudes to learning.

Pupils enjoy learning. They are highly motivated and persevere with challenging tasks. Pupils' behaviour during social times and when moving around the school reflects the school's high expectations. Staff intervene quickly to put the right help in place for pupils who need extra support to manage their behaviour.

Pupils learn to value diversity and celebrate difference. Incidents of bullying or discrimination are rare. If any inappropriate behaviour occurs, leaders act quickly to prevent escalation.

Personal development and wellbeing

Strong standard ●

The school provides an ambitious personal, social and health education programme. This helps pupils gain the knowledge and skills they need to thrive in school and beyond. For example, the life skills curriculum develops pupils' character through activities, such as writing applications for roles of responsibility and preparing for interviews.

Pupils learn about diversity and celebrate difference. They learn about healthy relationships and online safety in an age-appropriate manner. They visit the Royal Courts of Justice and the Supreme Court to deepen their understanding of the rule of law. These experiences prepare pupils very well for life in modern Britain.

The school develops pupils' talents and interests through a wide range of enrichment activities, including current affairs and classical music appreciation clubs. Leaders ensure that pupils who are disadvantaged and pupils with special educational needs and/or disabilities benefit from the full breadth of experiences on offer.

Pupils learn why it is important to be an active citizen. They fully take part in charitable activities, such as litter picking and preparing gift boxes for people who support the community. Pupil leaders help shape decisions, such as improving play spaces and making sure that the school's behaviour expectations are followed. Pupils actively support their classmates' wellbeing because they learn the importance of kindness and forgiveness. This helps to create a harmonious school.

Expected standard

Achievement

Expected standard 

Pupils make secure progress through the curriculum. They develop detailed knowledge across a range of subjects, as shown in the quality of their work. For example, pupils in Year 4 build on their knowledge of fair testing in science and explain their work using the correct scientific vocabulary. Pupils build solid foundations in reading, writing and mathematics. For instance, in mathematics pupils apply mathematical number facts with increasing fluency to solve calculations.

End-of-year outcomes for Year 6 in national tests, particularly in reading and mathematics, are close to national averages. Disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils who face other barriers to learning, achieve well from their starting points. As a result, pupils have the knowledge and skills they need to succeed in the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders have designed a broad curriculum. They ensure that the important content pupils need to learn across the curriculum is well sequenced year on year. As a result, pupils build their knowledge progressively and securely.

Staff prioritise reading, writing and mathematics and generally provide targeted teaching to help pupils keep up. As a result, pupils learn to read quickly, developing fluency and accuracy. Leaders in each subject have identified ambitious vocabulary and ensure that pupils are taught it explicitly. Consequently, pupils use subject-specific vocabulary accurately in their speech and writing. Teachers provide regular opportunities for pupils to revisit previous learning. Pupils recall prior learning confidently and in detail. For example, pupils use geographical language and knowledge accurately to explain the high and low areas of land on a map.

Leaders check the impact of the curriculum. They make adaptations to the curriculum as necessary. Teachers receive regular professional learning. They have secure subject knowledge and explain new concepts clearly. Teachers typically address misconceptions swiftly. However, sometimes teaching is not adapted precisely enough for some pupils, including those with special educational needs and/or disabilities. When this happens, these pupils do not learn as well as they could.

Early years

Expected standard 

Leaders have designed a well-sequenced curriculum for the early years. They have mapped out the important knowledge and skills that children will learn. Leaders gather information from nurseries and families before children start Reception so they can adapt provision to meet children's needs.

Staff prioritise communication and language in the early years. For example, children learn to understand and name their feelings with increasingly ambitious vocabulary. Staff generally engage in high-quality interactions, giving children frequent opportunities to hear and practise new language. Teachers typically check what children know, identify what they need to learn next and adapt activities to address any gaps.

Children learn phonics as soon as they join the Reception Year. This ensures that children develop fluency and confidence in reading as early as possible. Children have regular opportunities to practise their phonics knowledge across the curriculum. As a result, children segment and blend words confidently. Children take part in purposeful activities that develop early mathematical understanding and vocabulary. This means that children accurately use words like 'half-full, full' and 'heavy' in their play.

Relationships between staff and children are nurturing. These relationships help children to feel happy and safe. Children in Reception are well prepared for learning in Year 1.

Inclusion

Expected standard 

Leaders have established an inclusive culture, where pupils feel welcome and valued. From the early years, staff swiftly identify and assess pupils' needs, ensuring timely support for those facing barriers to learning. Leaders work closely with parents and carers. They provide the support they need to ensure that pupils thrive and belong.

Teaching staff typically understand pupils' needs and use this knowledge to shape provision that helps pupils to learn. Leaders monitor and evaluate the impact of interventions, refining support so pupils make secure progress from their starting points. Consequently, pupils who need additional support access the curriculum successfully alongside their peers.

The school works effectively with external professionals, including speech and language therapists and occupational therapists. These specialists provide staff with advice, support and training that strengthens the provision for pupils.

Leaders use pupil premium funding strategically and track its impact. Disadvantaged pupils benefit from effective pastoral support. The school ensures that disadvantaged pupils access a wide range of enrichment activities and trips. Leaders strategically target other groups who need additional help to thrive. For example, the 'Not just a breakfast club' offers a calm space for pupils to support their social and emotional needs.

Leadership and governance

Expected standard 

Leaders, including governors, understand the school's strengths and priorities for improvement. Leaders act thoughtfully and deliberately to ensure that their actions improve outcomes for all pupils.

Governors check how effective leaders' actions are through their regular visits and monitoring activities. They identify any underachievement and check that leaders' actions address areas for improvement and reduce barriers pupils may face. Governors meet their statutory safeguarding duties.

Leaders, governors and staff have high expectations of what pupils can achieve. Leaders provide professional learning opportunities that strengthen teaching practice and target staff's individual development needs. For example, experienced teachers have time to model effective teaching approaches to support their colleagues.

Staff feel valued because leaders involve them in important decisions. Leaders and governors take appropriate and effective action to manage staff workload. Leaders have robust systems to protect staff from bullying and harassment. Staff are confident that leaders will listen and take any concerns they have seriously.

Leaders and governors build positive, trusting relationships with parents and the wider community. Parents are overwhelmingly positive about the actions leaders take so that pupils belong, achieve and thrive at this school.

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

Pupils speak positively about their school and feel a sense of belonging to the Pardes family. Pupils enjoy learning. They know that their teachers expect them to work hard and achieve highly.

Respectful relationships between staff and pupils permeate the school. Pupils have high attendance and arrive on time. Staff greet pupils warmly with a smile each morning. This creates a positive start to the school day. In the early years, staff respond quickly to children's individual needs, helping them feel secure and ready to learn. Pupils are confident that adults will listen and help if they have a worry, which makes them feel happy and safe.

Pupils learn a broad, well-sequenced curriculum that builds on previous learning and develops the knowledge and skills they need to succeed. This prepares pupils well for the next stage of their education. Pupils with special educational needs and/or disabilities, and those facing other barriers, learn alongside their peers and access all aspects of school life.

Across the school, behaviour is excellent. From the early years, children follow well-established routines, take turns and share. Pupils act with kindness and respect in lessons and during social times. Bullying is rare because leaders act swiftly to address any incidents and pupils understand the impact of their actions on others. Leaders promote active citizenship and responsibility for others. For example, pupils check on their classmates who have been unwell. This reflects the culture of care and kindness that leaders have embedded across the school.

Pupils read a wide range of carefully chosen texts that celebrate diversity. Visits to significant British institutions support pupils to learn about democracy and the rule of law. These experiences prepare pupils well for life in modern Britain.

Next steps

- Leaders should ensure that staff consistently use their checks of what pupils know to adjust their teaching so that pupils, including pupils with special educational needs and/or disabilities, achieve well.
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About this inspection

The headteacher of this school is Rabbi Joel Sager. The chair of the board of governors in this school is Andrew Sprung.

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 headteachers and other senior leaders in the school. Inspectors also spoke to members of the governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of no alternative provision.

This school is registered as having a Jewish religious character. The last Section 48 inspection took place in March 2022.

Headteacher: Rabbi Joel Sager

Lead inspector:

Deborah Walters, His Majesty's Inspector

Team inspectors:

Sacha Husnu-Beresford, His Majesty's Inspector

Ruth Dollner, Ofsted Inspector

Gary Rawlings-High, His Majesty's 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 25 November 2025

School and pupil context

Total pupils

355

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

360

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)

2.82%

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

1.41%

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

10.14%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	64%	61%	Close to average
2024/25	62%	62%	Close to average
2023/24	73%	61%	Above
2022/23	56%	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	78%	74%	Close to average
2024/25	80%	75%	Close to average
2023/24	77%	74%	Close to average
2022/23	78%	73%	Close to average

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	72%	72%	Close to average
2024/25	74%	72%	Close to average
2023/24	81%	72%	Above
2022/23	62%	71%	Below

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	77%	73%	Close to average
2024/25	74%	74%	Close to average
2023/24	83%	73%	Above
2022/23	74%	73%	Close to average

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	50%	46%	Close to average
2024/25	S	47%	S
2023/24	S	46%	S
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	60%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25	S	63%	S
2023/24	S	62%	S
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	60%	59%	Close to average
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

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	50%	60%	Below
2024/25	S	61%	S
2023/24	S	59%	S
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 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	50%	68%	-18 pp
2024/25	S	69%	S
2023/24	S	67%	S
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 non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25	S	81%	S
2023/24	S	80%	S
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 non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25	S	78%	S
2023/24	S	78%	S
2022/23	S	77%	S

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	50%	80%	-30 pp
2024/25	S	81%	S
2023/24	S	79%	S
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)	3.5%	5.1%	Below
2023/24	3.8%	5.5%	Below
2022/23	4.3%	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 (1 term)	6.3%	14.3%	Below
2023/24	3.6%	14.6%	Below
2022/23	5.5%	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.

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