

Inspection of JFS

Kenton, The Mall, Harrow, Middlesex HA3 9TE

Inspection dates: 30 April to 5 May 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Sixth-form provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Leaders do not ensure that all pupils are safe from harm. Pupils' experiences of school vary greatly. Many pupils enjoy positive relationships with staff and other pupils. However, many others feel that leaders have not protected them from the behaviour of their peers. Not all pupils observe appropriate boundaries. Relationships between some pupils are damaged by unchallenged, inappropriate behaviour. In some cases, this has escalated to harmful behaviour, including sexual harassment. Many pupils report sexual bullying, including via social media.

The programmes for personal, social, health and economic (PSHE) education and relationships and sex education (RSE) are poor. Pupils do not routinely learn about issues that would prepare them for life in modern Britain.

Leaders have high expectations of pupils' achievement and progress through the curriculum. Pupils do well in their academic studies. Most pupils experience a wide range of subjects. However, not all pupils experience the necessary depth of content in some subjects, such as art and design technology in Years 7 to 9.

The school's provision reflects its Jewish ethos. However, not all pupils value their Jewish Studies education. Many pupils take part in the school's wide offer of extra-curricular activities. One pupil summed up the views of many, saying, 'There is something for everyone.'

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

The curriculum ensures that pupils, including those with special educational needs and/or disabilities (SEND), meet leaders' high expectations for their academic success. The curriculum is challenging and provides pupils with the knowledge they need to succeed in their examinations. It is broad and offers a wide range of subjects across all age groups. However, the curriculum is organised so that some subjects, including art, music and design technology, are not studied by all pupils in Years 7 to 9 in sufficient depth. Leaders have recently introduced a programme to help pupils improve their reading skills. This is beginning to have a positive impact. Pupils achieve well in their external examinations at the end of Years 11 and 13.

Subject leaders have planned their curriculums carefully. They consider what pupils should learn and when. Subject plans break down the most important knowledge into blocks that pupils build on as they progress through the curriculum. Many subjects provide recap activities to help pupils secure the most important pieces of knowledge. For example, in mathematics, lessons begin with recall activities. In English, teachers make connections with previously learned knowledge. However, in some subjects, such as history, pupils are not able to recall the most important knowledge as securely as in others.

In most subjects, leaders have adapted the whole-school assessment system to suit their requirements. Assessment is used well in many subjects to help teachers identify any gaps in pupils' knowledge. In some subjects, such as art, assessment is less effective. It does not provide pupils or staff with meaningful information about what pupils know and can do.

The provision for pupils with SEND is improving under new leadership. The special educational needs coordinator recognises that there are inconsistencies in how effectively the curriculum in some subjects meets pupils' needs. She is working with subject leaders to ensure that pupils make strong progress through the curriculum. Pupils with education, health and care plans are well supported across all subjects.

Pupils have lots of opportunities to develop their talents and interests. Leaders have sought to provide pupils with access to extra-curricular clubs and activities throughout the pandemic.

The school does not adequately provide for pupils' wider personal development. Leaders have amended their approach to delivering PSHE and RSE. However, these subjects do not provide sufficient information on important topics, such as healthy relationships, consent and respect. Pupils do not learn enough about LGBT issues. This was identified as an area needing improvement at the last inspection. There are currently no plans in place to improve this aspect of the school's work. Pupils, including those in the sixth form, are not adequately prepared for life in modern Britain.

Leaders do not have consistently high expectations of pupils' behaviour. Several staff expressed concerns that some senior leaders do not support them to manage pupils' behaviour and to keep pupils safe. Teachers do not consistently challenge low-level disruption. They do not always challenge inappropriate behaviour, both in and out of lessons, including the use of derogatory language. Many pupils report that others, particularly boys, are disrespectful in their attitudes. Pupils with SEND are not always supported to manage their behaviour.

Leaders do not recognise the considerable weaknesses in some aspects of the school's provision. They do not demonstrate the capacity to bring about the necessary improvements.

Until recently, governors have not had sufficient oversight of the school's work. They have not ensured that safeguarding arrangements are effective. They have not held leaders to account effectively. A recent restructure of the governing body has resulted in improved oversight. Governors are beginning to challenge and hold leaders to account.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have failed to create a culture of openness and mutual respect. Many pupils do not feel confident to report safeguarding concerns, including when they have been victims of harmful sexual behaviour. When vulnerable pupils are identified, leaders do not always take appropriate action to safeguard victims and challenge and support alleged perpetrators.

Systems to manage safeguarding concerns are disjointed. Leaders do not recognise the connection between behaviour and safeguarding. Records are disorganised and lack the necessary detail.

Allegations about the inappropriate conduct of adults are not always taken seriously.

Leaders do not always inform the local authority when pupils are removed from the school's roll. This leaves pupils at risk of being missing from education.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not recognise the significant and systemic weaknesses in some aspects of the school's provision. Leaders should ensure that they accurately evaluate their work and take prompt action when weaknesses are identified.
- There are deep-rooted and wide-spread failings in the school's safeguarding culture. Leaders should establish a zero-tolerance approach to sexual harassment and sexual violence. They should develop an open culture in which pupils feel safe and confident to report concerns, knowing that they will be taken seriously and dealt with effectively. Leaders should ensure that they follow the statutory guidance to ensure that vulnerable pupils and victims of sexual harassment and sexual violence are supported.
- Leaders do not always inform the appropriate authorities of matters that may have safeguarding implications. Leaders should ensure that all staff understand how to report concerns about an adult's conduct. Leaders should ensure that any concerns are referred without delay, including to the local authority's designated officer. Leaders should ensure that a system is in place to inform the local authority before removing a pupil from the school's roll.
- Safeguarding arrangements are disjointed. Leaders have not recognised the link between behaviour and safeguarding. The quality of record-keeping is poor. Records do not contain the necessary detail. Leaders should be alert to the risk of pupils' inappropriate behaviour escalating to harmful behaviour. They should ensure that there is a centralised system for recording, monitoring and reviewing concerns.

- The PSHE and RSE curriculums are not fit for purpose. They do not provide pupils with the knowledge they need. Leaders should ensure that these subjects provide pupils with the knowledge they need to develop healthy, respectful relationships so that they are prepared for life in modern Britain.
- The curriculums for most subjects are ambitious. Pupils achieve well in subjects in which they take external examinations. Leaders should ensure that pupils study all subjects in the necessary depth at key stage three, regardless of whether they select these subjects for continued study.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133724
Local authority	Brent
Inspection number	10193961
Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	2053
Of which, number on roll in the sixth form	529
Appropriate authority	The governing body
Chair of governing body	Andrew Moss
Headteacher	Rachel Fink
Website	www.jfs.brent.sch.uk
Dates of previous inspection	8 to 9 November 2016, under section 5 of the Education Act 2005

Information about this school

- During this inspection, inspectors were aware of a serious incident, involving a child who used to attend this school, that had occurred since the previous inspection. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the school in response to the incident were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegation were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

- JFS is a Jewish school. The school's last section 48 inspection took place in February 2020.
- Since the last inspection, a new headteacher has been appointed.
- The school currently uses one alternative off-site provider, The Pavilion.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- We met with senior leaders, governors, subject leaders and groups of staff.
- An inspector spoke with a representative of the local authority.
- We undertook deep dives in English, mathematics, history, physical education and art and design. These deep dives consisted of reviewing curriculum plans, meeting with curriculum leaders, visiting lessons, examining pupils' work and speaking with pupils and teachers from the lessons we visited.
- We held a series of meetings with leaders, staff and pupils to discuss the school's safeguarding arrangements. We scrutinised a range of records relating to safeguarding and behaviour, including pupils' safeguarding records and the school's single central record.
- We met with groups of pupils from all year groups.
- We considered the 325 responses to Ofsted's Parent View and the 26 free-text comments. We considered the responses to the pupils' and staff's surveys.

Inspection team

Deborah Mosley, lead inspector	Her Majesty's Inspector
Gayle Saundry	Her Majesty's Inspector
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Gary Rawlings	Her Majesty's Inspector
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Janet Hallett	Her Majesty's Inspector
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