



Est. 1954

# תלמוד תורה פרדס

## Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA, T: 020-8343-3568, E: office@pardeshouse.com

בס"ד

Founding Principal:  
Rabbi E Halpern זצ"ל

Menahel:  
Rebbe S Roitenberg שליט"א

Headteacher:  
Mr J Sager MA B.Ed NPQH FCCT

## *The story...*

*Providing solid foundations – Creating tools for growth – Building confidence for the future*

**Pardes House** is an expanding Orthodox Jewish, voluntary-aided primary school of 343 pupils (boys only), aged 4-11, the majority of whom join the school from the private Nursery on the same site. The school holds eco-schools status and the Gold award for sustainable travel. Pardes House is also an ongoing partner of UK Parliament Week, the recipient of an award from the Speaker of the House of Commons and has among its dedicated staff, the winner of the Barnet Schools British Values Project award (2018).

Founded in 1954 as an independent Jewish boys school, the school became voluntary-aided in 2001. After a difficult first few years of the new millennium, the school moved into its current Ofsted 'Good' status in 2011, renewed by letter in 2014 and reinforced in a further HMI inspection in 2016.

A significant proportion of the school day is dedicated to the Jewish Studies curriculum, taught alongside the National Curriculum, the breadth of which is covered through class lessons, special weeks, activity days, assemblies, outings and more! To accommodate the dual curriculum, the school day is long: 8.40 – 4.15 for all pupils and 8.40 – 5.00 for Years 4 – 6 on Wednesdays. Extended services are provided after school through sports clubs, fencing for fitness club, a Jewish Studies club and computer-coding club, with a breakfast writing club for Year 2 in the Spring and Summer terms.

Most pupils at the school have English as their first language but fifty-seven pupils (16.6%) have English as an additional language. The school currently has eight pupils with an Education Healthcare Plan and in recent years, Pardes House has firmly become a school of choice for parents of children with SEN and EHCPs from different parts of London, whether wishing to enter Reception or enter other year groups in the school. There is a mix of social, economic and ethnic backgrounds in the school's families and there are 10 pupils (2.9%) on Free School Meals - less than the national average (13.7%). The school has a low mobility of pupils (outgoing) but regularly receives requests and applications for casual entry into all year groups.

The school underwent a successful inspection by Ofsted on 29<sup>th</sup> June 2016, being graded 'Good'. There were many areas of praise for the school. These included the leadership team maintaining the good quality of education in the school since the last inspection as well as successfully addressing the previous areas for improvement and recognising the school's strengths and weaknesses. Systematic monitoring and evaluation of progress in subjects and planning future priorities was praised along with the focus of the Inclusion Leader, the positive and welcoming culture of the school, the learning environment and strength of British Values being threaded through the school. Further praise included our clear expectations regarding behaviour and conduct and how that is evident in lessons and around the school, frequency of safeguarding training and credence given to that, and the progress being made by pupils – good or better compared to their peers in other schools, aided by the effective use of assessment information.





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### SINCE THE HMI INSPECTION (JUNE 2016)

With an ever-expanding and successful school, the staff body has naturally grown with it. To facilitate better leadership and management and to ensure greater impact on children's learning through a more diverse leadership skill-set, Key Stage Leaders were appointed in 2015 and in July 2018, two Assistant Heads. These appointments have primarily come from existing staff, demonstrating the school's commitment to developing leaders from within, with the aim of their supporting the other senior leaders in the Headteacher's constant aim of driving the school forward. Other new positions in recent years include the appointment of an interventions specialist and the school working closely in-house with a specialist pupil support unit.

Qualified permanent staff occupy all teaching positions in the school. There is a diverse mix of teachers, including experienced teachers and NQTs, all from different backgrounds, countries, cultures and religions. There is a full complement of subject leaders and other minor leadership roles, with effort and investment ongoing for all staff via various forms of CPD.

The Local Authority, parents and governors hold the school in high regard. It is also held in respect by other schools and communal organisations. The school has a very good reputation locally regarding the education of the pupils, continued high and improving attainment, behaviour, SEN, pupil respect and the school's leadership. This is reflected in the rising school roll, now numbering 343 pupils, an increase of almost 100% in just 7 years and the school being continually oversubscribed. The increase in roll is in part a reflection on Pardes House as a school of choice in the Orthodox Jewish community, coupled with regular in-year place requests from around the world and a bulge class in Reception year on year.

Together with increased staffing levels, the rise in places has necessitated major improvements to the school's physical learning environment (still ongoing). This includes a full renovation of the school building in 2015, new playground fitness equipment, a new SEN support unit, a sensory room (forthcoming) and more besides.

### MOVING FORWARD

With the support of the expanded Senior Leadership Team, staff continue the drive to improve the quality of teaching and learning and raising standards, through a number of short-term and long-term initiatives. The key headline focus for staff in the 2019-20 school year is '*making every second count*'. This builds on last year's focus of '*impact and accountability*', along with the outcomes of the last Ofsted inspection, from working closely with school improvement partners in the Local Authority and under the leadership and urging of the Headteacher, pushing the school forward again from the start of the 2019-20 academic year.

A new 3-year School Improvement Plan was ratified in March 2019, reflecting on the school's priorities moving forwards, while always bearing in mind the context and ethos of the school. To further help the school improve, Pardes House has and continues to develop professional links with other local schools – Jewish and non-Jewish.





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Overall, Pardes House is most definitely a good school and in some areas, better than good! With the support of Governors, the distributed Senior Leadership Team, supported by enthusiastic, professional

teachers and other staff, the school continues to move forward. The Headteacher and Menahel (Head of Religious Studies) work closely together and ensure the school's ethos pervades both sides of the curriculum, while continuing to discuss, develop and implement further activities etc around promoting Fundamental British Values.

At the last Inspection, the school was judged as 'Good' in its overall effectiveness. Under its leadership and through the many initiatives and requirements put into place since, the school continues to subscribe to that judgment. This is based on very good to excellent outcomes and progress made by pupils – all boys (evidenced in our attainment data), good-to-outstanding teaching, high expectations of excellent behaviour (reflected in comments by those outside the school and in our own records), effective leadership and outstanding levels of spiritual, moral and social development in the pupils, including educating pupils about other religions, lifestyles, cultures etc.

Pardes House is a good school moving in the right direction, consistently moving forward and never standing still. We have a clear understanding of what needs to be done to improve yet further; researching, investigating, developing and taking any and all opportunities to improve progress and outcomes for our pupils any way we can, while preparing them for life in Modern Britain.

*That is our story, for now...*

