

Rosh Pinah Primary School

URN: 101340 | Inspected: 02 December 2025

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.

Achievement

Strong standard

Pupils achieve highly across the curriculum. As they move up through the school, they build their knowledge securely in each subject. They master important foundations in reading, writing and mathematics, which enables them to tackle new concepts with confidence. For example, pupils use their prior knowledge of nets and measurement in mathematics to create working cereal boxes in design and technology. Pupils produce high-quality work to be proud of. For example, pupils in Year 5 use all the things they have been taught in English, such as adverbs, inverted commas and clauses, to create impressive pieces of independent writing. Pupils' high achievement is reflected in the school's above-average results in national assessments for reading, including phonics, writing and mathematics. Pupils with special educational needs and/or disabilities do really well from their starting points personally, socially and academically. At every stage, pupils are very well prepared for their

next steps

in learning.

Curriculum and teaching

Strong standard

Leaders make sure that the curriculum is ambitious for everyone. They have a secure grasp on what and how well pupils are taught. Leaders ensure that staff develop their expertise in order to deliver the well-sequenced curriculum with confidence. Leaders are always looking for ways to make learning meaningful and exciting. Pupils like the opportunities to learn in different places, such as out and about in the local area where they complete traffic surveys as part of their geography fieldwork. Staff know precisely what pupils need to learn and when, particularly pupils with special educational needs and/or disabilities. Pupils routinely benefit from well-considered resources, such as prompt sheets or help cards, as well as specific activities and interventions. These help pupils to access the curriculum and where necessary, keep up with their peers. Staff use their expertise to identify and address any gaps in pupils' knowledge. Staff are highly focused on making sure that pupils develop strong foundations in reading, writing and mathematics. The school's emphasis on developing pupils' language and communication skills is well embedded. It all starts in the early years and builds from there.

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Everyone is clear about the importance of pupils knowing and using key vocabulary accurately in their spoken and written work.

Early years

Strong standard

Right from the start of Nursery, children settle in quickly and well. They are happy, safe and well cared for. Staff waste no time in finding out children's interests. They use these to help children to explore and learn new things. The curriculum is planned in a way that allows all children to learn and make progress at pace from their individual starting points. The school works very well with parents and carers so that everyone keeps up to speed with children's learning and achievements. Staff are highly skilled. They encourage and develop children's language and communication skills with precision. They know what each child needs to learn next and they adapt their interactions accordingly. For example, as children pour water over blocks of ice, staff introduce some children to brand new words such as 'melt' and 'frozen'. Meanwhile, staff know to extend the learning of others by asking children to explain why the ice is melting or to recall the names of the polar animals they can see. Approaches to develop children's early reading, writing and mathematics are well embedded. Children love to hear and retell stories and rhymes. Staff make sure that children quickly gain the phonics knowledge they need to read and spell words for themselves. They achieve highly and hit the ground running when they move to Year 1.

Inclusion

Strong standard

This is a school where all pupils are well known and valued highly. Diversity is celebrated, and inclusion is more than just a word. It runs through every aspect of the school's work. Pupils' strengths and talents are fostered and their individual needs are addressed consistently well. Staff do whatever is needed to ensure that pupils are well supported to achieve highly. Leaders make sure that staff have the training they need to identify any barriers or specific needs effectively. They work closely with parents and carers as well as other professionals to ensure that pupils' all-round circumstances are well understood. This translates well into day-to-day practice because staff have the information they need about each pupil's education and care. They are fully involved in reviewing and setting pupils' targets. Staff use what they know about pupils' needs to adjust their teaching appropriately. Staff benefit from a range of training and development opportunities to continually develop their knowledge and practice. For example, staff are well trained to support pupils with autism, hearing impairments and social and communication needs. Leaders check that teaching, including any interventions and the use of additional funding, are carefully evaluated. They ensure that these reduce any barriers to learning and make a positive difference to pupils' academic outcomes and their personal, social and emotional development.

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Leadership and governance

Strong standard

Leaders, including those responsible for governance, are ambitious for all pupils to achieve success both at school and in the future. Staff are proud to work at Rosh Pinah. Staff, including those new to their careers, benefit from a comprehensive professional learning programme that helps them to become experts in their field. Well-established procedures for staff to share practice and learn from each other contribute to the positive relationships and team ethic that exist. Staff can see the impact of their hard work and determination. Equally, they feel that leaders and governors are highly considerate of staff workload and wellbeing when they make decisions. Leaders have a clear strategy to continually improve the school. They do not stand still and are tenacious in looking for ways to make things even better. Their decisions put pupils front and centre, especially disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Governors' astute understanding of the school's work allows them to challenge leaders' actions and check that these make a positive difference to pupils' outcomes. Governor strategy days enable them to see for themselves the quality of education and care that pupils receive. They bring a wealth of expertise and use this well to oversee and check key aspects of the school's work. Governors fulfil their statutory duties. For example, they make sure that the school's arrangements for safeguarding and SEND provision are robust. Parents and carers are full of praise for the school's work. Many comment on the difference the school has made to their children's learning and development, including how it puts them in such good stead for their future endeavours. Personal development and well-being Strong standard One of the key strengths of the school's work is the way in which leaders make sure that pupils' personal development and wellbeing underpin everything else that happens. The personal development programme is woven through the curriculum to provide pupils with meaningful and well-planned opportunities to understand themselves, their religion and the cultures that exist within the school and the wider community. The school develops pupils' understanding of fundamental British values in meaningful and well-considered ways. The school's relationships education programme is designed to help pupils to develop an age-appropriate understanding of important themes, such as healthy friendships and different types of family. Pupils value trust, kindness and appropriate boundaries. They recognise cultural and religious differences, discuss disability with empathy and show high levels of respect for others. Pupils' reflections show maturity. For example, older boys said that 'families might look different but it is about the love inside them'. Similarly, pupils become increasingly aware of the importance of understanding different opinions. For instance, pupils think deeply about alternative viewpoints as part of their much-loved 'debate club'. Pupils benefit from a wide variety of enrichment activities, including sports, arts and music clubs. Leaders foster pupils' interests and talents. They make a particular and determined effort to ensure that these activities are targeted at and adapted for individual pupils. This approach is particularly well considered for pupils with special educational needs and/or disabilities. Pupils like the many opportunities for working collaboratively both within school and beyond. For example, pupils from across the school came together to create the 'Rosh Pinah Field of Poppies' as part of a school-wide history and art event. Pupils learn the importance of keeping their minds and bodies fit and healthy. They particularly like the whole-class sessions at the start of each day, which focus on their emotional wellbeing. Pupils use a range of strategies, including breathing techniques, to help them to calm down and feel good again.

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

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This happy and inclusive school comes to life when the first pupils start to arrive. Their smiles and eagerness show a genuine excitement for what they know the school day is about to bring. The warm greetings, from staff at the front gate to the teachers at the classroom doors, help pupils to feel really well cared for. Staff know pupils extremely well. This helps everyone to feel welcome, known and valued. Pupils are especially proud to help new children to settle in and make friends. Year 6 prefects are brilliant role models. They act as 'mini teachers' as they accompany younger children from the front gate to their classes, engaging them in purposeful conversations along the way. From the early years up, pupils show a thirst for learning new things. They work hard and try their best. They particularly like that teachers make learning fun and interesting. The school's ethos very much focuses on promoting pupils' all-round development. Staff are always looking to celebrate pupils' strengths, foster their interests and address any barriers to their learning and wellbeing. Pupils with special educational needs and/or disabilities thrive and make great progress. Pupils' achievements are also reflected in the school's above-average results in national assessments. Pupils' behaviour is excellent. Even the youngest children quickly learn the importance of sharing and taking turns. Bullying is rare. Staff sort out any problems well. Pupils feel safe. Everything that happens at Rosh Pinah helps pupils to be very well prepared for their

next steps

. They leave the school academically ready but also with a strong understanding of the world around them, including the importance of valuing and respecting diversity. Pupils particularly like their residential trips, such as 'Shabbaton', which help them to understand aspects of their own religion but also to develop resilience and independence.

Attendance and behaviour

Strong standard

Leaders place high importance on ensuring that pupils enjoy school and feel nurtured. They recognise that this is key to pupils attending regularly and arriving on time each day. Pupils' rates of attendance are consistently high. Leaders' work with individual families helps to address any attendance concerns promptly. Pupils rise to the school's high expectations. Their consistently positive attitudes to learning help everyone to learn in an environment that is calm and orderly. Pupils know and demonstrate the school's core values in their interactions with others and as they work and play. They are particularly great at showing consideration of pupils' different needs and circumstances. As they move through the school, pupils become increasingly confident at managing their feelings and emotions. This can be seen in the way in which pupils sort out any disagreements for themselves in a sensitive and mature way. Poor behaviour, bullying and discrimination are rare. Pupils know and trust that staff will address any issues quickly and fairly. Social times are happy occasions where pupils get on well with each other and everyone feels included. From rehearsals in the performing arts studio to the competitive games with the coach on the playground, pupils learn to collaborate, cooperate and have fun.

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For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/rosh-pinah-primary-school-edgware>