

Leeds Jewish Free School

Address: Henry Cohen Campus, Wentworth Avenue, Leeds, West Yorkshire, LS17 7TN

Unique reference number (URN): 139773

Inspection report: 15 September 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

Attendance and behaviour

Strong standard 

Pupils attend consistently well. In particular, pupils with special educational needs and/or disabilities (SEND) attend consistently well above their peers nationally. Year on year, leaders' actions achieve sustained improvement in attendance. Persistent absence has fallen and remains below national averages for all groups of pupils. Leaders engage meaningfully with those who find attending school a challenge. Relationships with families are strong. This leads to improvements in attendance for pupils who face significant individual barriers. Despite contextual challenges that the school community faces, leaders continually emphasise the importance of good attendance. These messages are well understood by pupils and staff.

Behaviour in classrooms and around school is extremely positive. High expectations for pupils' conduct are realised. Pupils are attentive, enthusiastic and engage in learning readily. Pupils with SEND are fully involved in learning. Pupils are polite and communicate with confidence. Staff set out clear boundaries but rarely have to issue reminders or reinforce them. Relationships between pupils and staff are warm and respectful. Pupils interact maturely at social times and take pride in their school environment. Bullying is rare, and when it does take place, is swiftly dealt with. Pupils' mutual respect and support for others are notable strengths of the school.

Expected standard

Achievement

Expected standard 

Pupils attain highly in national tests and assessments. This attainment is reflected across different curriculum subjects. Leaders ensure that pupils have the knowledge and skills they need to access the next stage of their education, employment or training. The progress that disadvantaged pupils, and those with special educational needs and/or disabilities (SEND) make, is positive. However, some gaps between the attainment of disadvantaged pupils and their peers continue to exist. Leaders have identified this and are working strategically, and successfully, to reduce them.

The achievement of pupils with SEND in particular has improved over time. Pupils develop the skills and knowledge they need to access the curriculum. Pupils are well prepared for the next stage of their education, employment or training.

Curriculum and teaching

Expected standard 

Leaders adapt, or adopt, an appropriate curriculum for pupils to learn. Leaders understand precisely where the curriculum is having the greatest impact. Staff continuously reflect on which aspects of the curriculum need further refinement. Leaders think carefully about what pupils will learn so that knowledge deepens over time. Staff typically plan new learning to build on what has previously been taught. However, some staff do not check precisely what

pupils know and can do before moving on to new learning. This occasionally slows progress in learning.

Staff are enthusiastic and knowledgeable. They present new subject matter with passion and consider the best way to do this. Occasionally, the way that some teachers adapt different tasks for pupils with barriers to their learning, including those with special educational needs and/or disabilities, is not consistent. Leaders develop professional learning around adapting learning to meet pupil's needs, and this is beginning to bear fruit. The school's programme to support pupils with gaps in their English, mathematics and writing is appropriate. Literacy is prioritised across the curriculum. Effective teaching of new, and sometimes complex, vocabulary helps pupils to succeed in the classroom.

Inclusion

Expected standard 

Leaders accurately identify pupils who need additional support. They carefully track their progress and make adaptations as needed. Staff receive relevant training to help them identify pupils with special educational needs and/or disabilities or other barriers to their learning. Over time, leaders refine their strategies by reviewing the range of support each pupil needs. As a more joined-up approach has been developed between different colleagues in the school, and external professionals, inclusion has gone from strength to strength. The specific adaptations pupils require are set out in centrally held locations for staff to refer to. These are mostly well understood and enacted.

Leaders recognise the need to further reduce barriers to learning for disadvantaged pupils to enhance their achievement. Pupils with other vulnerabilities are very well supported by the school, such as those with poor attendance or who are known to social care. Leaders know families and individual circumstances well. Any adaptations to the curriculum, timetables or provision are consistently made in the best interests of pupils. Pupil premium funding is appropriately used and overseen by those responsible for governance. Leaders commission alternative provision where necessary and support pupils to re-engage in their education.

Leadership and governance

Expected standard 

Leaders' strategic oversight and understanding of school improvement priorities is highly effective. Leaders work at pace to address several areas of development since the last inspection. Leaders are outward looking and open to new ways of working. They precisely evaluate the impact of their work to set future priorities. Leaders' open and honest dialogue with one another and staff has led to a highly effective school improvement journey. Pupils' achievement, attitudes to learning and inclusion have all consistently improved over time.

The small and dedicated staff team appreciate the ongoing professional learning programme. Staff speak highly of the support that they receive for their wellbeing and workload. Leaders' strategy to improve staff's wellbeing is effective. Staff report high levels of confidence in leaders' decision-making. Parents and carers agree that the school is well led and managed. The compassion, vision and hard work of leaders shines through. Leaders engage meaningfully with staff, parents and pupils. Decisions consider all stakeholders and are made in the best interests of pupils.

Governors are committed to their roles. Minutes of meetings demonstrate how they challenge and support school improvement priorities in equal measure. Governors play an active part in checking what they are told is accurate. They regularly visit the school to discuss school improvement priorities and engage with leaders. Governors have clear oversight of their statutory duties and undertake their roles with great pride and dedication. Leaders work closely with other professionals and organisations, as well as their own community, to make the school the best it can be.

Personal development and wellbeing

Expected standard 

The school's personal development offer and curriculum have undergone significant change over time. Leaders are committed to ensuring that all pupils access a wide, rich set of experiences that develop their talents and interests. Leaders thoroughly review the curriculum to ensure that it aligns with statutory guidance and meets the needs of all pupils. Leaders prioritise pupils' learning about being safe, healthy and happy. These messages are well understood by pupils. Topics about equality, diversity and differences are also important to pupils. Pupils' knowledge of the British values and their role in school and wider society are secure. However, pupils' understanding of different faiths remains underdeveloped. Leaders have acted upon this by putting on 'culture weeks' and welcoming visiting speakers. This has begun to have a positive impact on pupils' knowledge of different cultures.

Pupils understand how to lead healthy lives, including healthy relationships, consent and the impact of social media. Relationships and sex education is taught in a sensitive manner. Leaders ensure that pupils access age-appropriate teaching through specialist speakers. Pupils develop their social and cultural awareness by debating important topics and visiting places of cultural interest. The wide range of educational trips on offer is a highlight for many pupils. These enhance pupils' understanding of the curriculum and knowledge of the world around them.

Pastoral care at the school meets pupils' needs precisely. Pupils report high levels of support for their wellbeing. Careers education, advice and guidance is well embedded at the school. Leaders ensure that pupils gain exposure to workplace experiences and understand the pathways available to them. Opportunities to work alongside local business and charities enrich pupils' understanding. The planned programme of enrichment at the school has grown significantly over time and enhances pupils' cultural, musical and artistic appreciation. Pupils and parents and carers are positive about these opportunities for pupils to be their best.

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

Pupils are proud to be part of this small, caring school where the Jewish ethos supports pupils to achieve and develop a sense of belonging. The school community goes beyond faith or cultural identity and is genuinely inclusive. A school that places strong values at its core. These values are well understood by those who work at, and attend, the school. Parents cite the compassion of staff as one of the school's many strengths. Pupils appreciate the support they receive to achieve their best. Pupils' engagement in their learning is praiseworthy. Lessons are often filled with excited chatter and new questions for

staff. The atmosphere around school at social times is equally positive. Pupils of different ages and backgrounds interact harmoniously. The school is a special place to learn and everyone recognises this fact.

Pupils feel safe from bullying, discrimination and harm. There is someone they can speak to if they need to. Pupils understand online risks and how to maintain positive mental health. Staff and pupils openly discuss important issues and debate a variety of topics. Pupils' personal development, as much as their academic success, is a growing strength of the school. Pupils' attainment in national tests and assessments is very positive and improving year on year. Pupils enjoy their learning and strive to do better lesson by lesson.

The school offers a growing range of experiences and enrichment opportunities that pupils value. As well as cultural visits, engagement with local employers and charities, pupils take part in musical performances, a range of sports, enrichment activities and pupil leadership opportunities. Leaders value pupils' opinions on what is on offer at the school. They seek out new ideas and act upon these at pace. The school continues to adapt to meet the needs of its ever changing and diverse cohort.

Next steps

- Leaders should ensure that teachers check precisely what pupils do and do not understand about their current learning so that they can make highly effective choices about how to shape future learning.
 - Leaders should ensure that the curriculum is consistently taught well so that barriers to achievement are swiftly and consistently removed for all pupils, notably those who are disadvantaged.
 - Leaders should ensure that pupils' knowledge of the personal development programme, particularly their understanding of other faiths and cultures, is secure and detailed.
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About this inspection

The chair of the board of governors in the school is Daniel Cohen.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on Tuesday 15 and Wednesday 16 September 2026.

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 HMI.

Inspectors spoke with the executive head teacher, head of school, designated safeguarding leader and special educational needs coordinator. The lead inspector also spoke with representatives of the governing body during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

This school is registered as having a Jewish religious character.

The school currently uses no alternative provision.

Executive Headteacher : Charlotte Kelsey

Lead inspector:

John Linkins, His Majesty's Inspector

Team inspector:

Vicky Callaghan, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

131

Well below 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: 1,063

School capacity

125

Well below 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: 1,154

Pupils eligible for free school meals (FSM)

29.01%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

1.53%

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: 3.53%

Pupils with special educational needs (SEN) support

14.50%

Close to average

What does this mean?

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

National average: 14.0%

Location deprivation

Well 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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	59.3%	45.4%	Above
2023/24 (final)	54.8%	45.9%	Close to average
2022/23 (final)	44.0%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	55.2	46.1	Above
2023/24 (final)	52.4	45.9	Above
2022/23 (final)	42.1	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.45	-0.03	Above
2022/23 (final)	-0.30	-0.03	Below
2021/22 (final)	0.40	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	S	25.8%	S
2023/24 (final)	50.0%	25.8%	Above
2022/23 (final)	16.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	S	34.9	S
2023/24 (final)	45.2	34.6	Above
2022/23 (final)	32.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.20	-0.57	Above
2022/23 (final)	S	-0.57	S
2021/22 (final)	S	-0.55	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	S	53.1%	S
2023/24 (final)	50.0%	53.1%	-3.1 pp
2022/23 (final)	16.7%	52.4%	-35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	S	50.4	S
2023/24 (final)	45.2	50.0	-4.9
2022/23 (final)	32.8	50.3	-17.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.20	0.16	0.04
2022/23 (final)	S	0.17	S
2021/22 (final)	S	0.15	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.

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Not available
2022 leavers (revised)	93%	93%	Not available

Year	This school	National average	Compared with national average
2021 leavers (revised)	92%	94%	Not available

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 (3 term)	6.5%	8.4%	Below
2023/24 (3 term)	7.6%	8.9%	Close to average
2022/23 (3 term)	6.8%	9.0%	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 (3 term)	17.4%	23.4%	Below
2023/24 (3 term)	22.0%	25.6%	Close to average
2022/23 (3 term)	15.8%	26.5%	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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