

Talmud Torah Chaim Meirim Wiznitz School

26 Lampard Grove, London, N16 6XB

Inspection dates 10–12 June 2014

Overall effectiveness	Inadequate	4
Achievement of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Leadership and management	Inadequate	4

Summary of key findings

This school is inadequate because

- School leaders have failed to make sure that the school's policies and procedures ensure pupils' welfare and their safety are good.
- Teaching does not enable pupils to improve their knowledge and skills in a broad and balanced range of subjects.
- Teachers in the secular subjects do not take sufficient account of what pupils know and can do. As a result, the more-able pupils and those who require additional support do not learn as well as they could, including in English and mathematics.
- The proprietors are not aware of a number of their responsibilities and have not adequately held the school's leaders to account.
- School leaders and the proprietors have not enabled the school to make sufficient improvement since the previous inspection. They have not ensured that teaching and achievement are good.
- The school fails to meet a great many of the regulations for independent schools.

The school has the following strengths

- Pupils gain a broad and valuable range of knowledge about, and appreciation of, the religion and culture of their community.
- Pupils are courteous around the school and behave well in lessons.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with a day’s notice. The inspectors observed 13 lessons. All lessons were jointly observed with a Yiddish speaker, either with an interpreter, with an adviser to the school or with a member of the school’s staff. Three lessons were jointly observed with one of the school’s leaders.
- With the assistance of an interpreter, the inspectors looked at pupils’ work and held meetings with pupils, staff members, the school’s leaders and consultants who are currently working with the school.
- The inspectors looked at documentation including policy statements, schemes of work, records of pupils’ progress and of staff training.
- No responses to the Ofsted Parent View questionnaire were available for scrutiny, as the required number for publication had not been received. However, the inspectors took account of the views expressed by 13 parents and carers in interviews during the inspection. No questionnaire responses from staff were taken into account as the questionnaires had not been made available to staff by the school.

Inspection team

John Gush, Lead inspector

Additional Inspector

Carmen Rodney

Her Majesty’s Inspector

David Webster

Additional Inspector

Full report

Information about this school

- Talmud Torah Chaim Meirim School is situated in Stamford Hill, North London.
- It was established in 1979. There are 242 pupils on the school's role. The school is registered for up to 237 pupils between the ages of two and 13 years of age.
- The school is owned by the CMA Trust and serves the strictly observant Haredi Jewish community.
- All the pupils are boys. The overwhelming majority of those in the main school are aged between five and 13 years. A nursery, operated by the same proprietor on the premises, caters for children from the age of two years and is registered separately. A few pupils are 15 years of age.
- The majority of pupils have English as an additional language. The school has three pupils with a statement of special educational needs.
- The school has a partnership arrangement with Binoh. This is an organisation which provides specialist support for the pupils with special educational needs, including those with a statement of special educational needs, within a Jewish context.
- The school charges no fees and relies on voluntary contributions.
- The curriculum is divided into two distinctive strands, Jewish religious studies (Kodesh) and secular studies (Chol).
- The school's last full inspection took place in January 2011. Since then there have been monitoring inspections in January, May and November 2012. An emergency inspection took place in January 2014.

What does the school need to do to improve further?

- Improve the quality of teaching in order that pupils achieve well by:
 - ensuring that all teaching in secular subjects is good or better through robust reviews of lessons and pupils' work
 - ensuring that teachers take full account of what pupils know and can do in the secular subjects so they can accurately plan learning for each pupil
 - rapidly ensuring that a good range of classroom resources is available
 - developing teaching to help pupils understand and appreciate different cultures and British institutions and values
 - ensuring that good physical education lessons are available.
- Improve pupils' behaviour and safety by ensuring that pupils have a broad range of knowledge of all forms of bullying, so that they can develop strategies to tackle them.
- Improve leadership and management by:
 - implementing robust quality-assurance arrangements to secure consistently high standards in all aspects of the school's work
 - ensuring that leaders hold staff to account and take decisive and successful intervention to eradicate weaker teaching in the secular subjects
 - ensuring that the number and age range of pupils for which the school is registered is either complied with or adjusted by arrangement with the Department for Education
 - ensuring all policies and procedures are fully implemented in a way that ensure the welfare and safety of all pupils.

An external review of governance is highly recommended to be undertaken in order to assess how

this aspect of leadership and management may be improved.

■ **The school must meet the following independent school standards.**

- Ensure that there is a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and that it is implemented effectively (paragraph 2(1)).
- Ensure that the curriculum gives pupils of compulsory school age a full time education with experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative (paragraph 2(2)(a)).
- Ensure that, if the principal language of instruction is a language other than English, the school provides lessons in written and spoken English (paragraph 2(2)(d)).
- Ensure that the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(i)).
- Ensure that the curriculum provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure that the teaching encourages pupils to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves (paragraph 3(b)).
- Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these are taken into account in the planning of lessons (paragraph 3(d)).
- Ensure that classroom resources are of an adequate quality, quantity and range and that they are they used effectively (paragraph 3(f)).
- Ensure that there is a framework in place to assess pupils' work regularly and thoroughly, and that information from such assessment is utilised to plan teaching so that pupils can make progress (paragraph 3(g)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).
- Ensure that there is an effective anti-bullying strategy in place and that it is implemented (paragraph 10).
- Ensure that there is a written policy which complies with relevant health and safety laws and that it is implemented (paragraph 11).
- Comply with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13).
- Ensure that there is an admission and attendance register which is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).
- Ensure that, for all appointments from 1 September 2003, appropriate checks have been carried out and completed to confirm each member of staff's:
 - identity
 - medical fitness
 - where appropriate, qualifications, and
 - for appointments made from 1 May 2007 the additional check of their right to work in the United Kingdom (paragraph 19(2)(b)).
- Ensure that, for appointments from 1 May 2007 only, in the case of any person for whom, by reason of living or having lived outside the United Kingdom, obtaining a CRB certificate is not sufficient to establish his or her suitability to work in a school; further checks have been made as the proprietor considers appropriate which have regard to any guidance issued by the Secretary of State (paragraph 19(2)(d)).
- Ensure that, the checks in 19(2)(b) are completed before a person's appointment apart from where exemptions apply (paragraph 19(3)).
- Ensure that the chairperson has made the following checks on other members of the

proprietary body:

- an enhanced criminal records bureau (CRB) check
 - the individual's identity and their right to work in the United Kingdom
- and
- in the case of any person for whom, by reason of living or having lived outside the United Kingdom, further checks are made in regard to any guidance issued by the Secretary of State (paragraph 21(6)(b)).
- Ensure that the required information is recorded in the single central register and that it is capable of being reproduced in a legible form (paragraph 22(2)).
 - Ensure that, for each member of staff appointed on or after 1 May 2007, the register shows that the following checks were made, including the date on which each check was completed or the certificate obtained:
 - the person's identity
 - the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - of relevant qualifications, if appropriate
 - whether an enhanced Criminal Records Bureau (CRB) certificate was obtained
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State
 - of their right to work in the United Kingdom (paragraph 22(3)).
 - Ensure that, for each member of staff appointed at any time before 1 May 2007, the register shows that the following checks were made, including the date on which each check was completed or the certificate obtained:
 - the person's identity
 - the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - of relevant qualifications, if appropriate
 - whether an enhanced criminal records bureau (CRB) certificate was obtained
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State
 - of their right to work in the United Kingdom (paragraph 22(4)).
 - Ensure that, in relation to each member of a body of persons named as the proprietor appointed on or after 1 May 2007, the register shows whether the checks referred to in paragraph 21(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained. Checks required include:
 - an enhanced CRB check and, where requested by the Secretary of State, is countersigned by the Secretary of State
 - the individual's identity and their right to work in the United Kingdom

and

 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, further checks in regard to any guidance issued by the Secretary of State (paragraph 22(6)).
 - Ensure that, in relation to each member of a body of persons named as the proprietor appointed at any time before 1 May 2007, the register shows whether the checks referred to in paragraph 21(6)(b) were made, the date they were made and the date on which the

resulting certificate was obtained. Checks required include:

- an enhanced CRB check and, where requested by the Secretary of State, is countersigned by the Secretary of State
- the individual's identity and their right to work in the United Kingdom

and

- in the case of any person for whom, by reason of living or having lived outside the United Kingdom, further checks in regard to any guidance issued by the Secretary of State (paragraph 22(7)).
- Ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23A(1)(c)).
- Ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, which includes accommodation for the short term care of sick and injured pupils, and which includes a washing facility and is near to a toilet facility (paragraph 23B(1)(b)).
- Ensure that suitable drinking water facilities are provided and that these are readily accessible at all times when the premises are in use and are in a separate area from toilet facilities (paragraph 23F(1)(a)).
- Ensure that toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water (paragraph 23F(1)(b)).
- Ensure that cold water supplies that are suitable for drinking are clearly marked as such (paragraph 23F(1)(c)).
- Ensure that the temperature of hot water at the point of use does not pose a scalding risk to users (paragraph 23F(1)(d)).
- Ensure that the following information has been provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate:
 - The school's address and telephone number and the name of the headteacher.
 - Where the proprietor is an individual, their full name, address for correspondence during both term time and holidays and a telephone number or numbers on which they may be contacted at all times, or, where the proprietor is a corporation or a body of persons, the address and telephone number of its registered or principal office.
 - Where there is a board of governors, the name and address for correspondence of its chairperson.
 - A statement of the school's ethos (including any religious ethos) and aims (paragraph 24(1)(a)).
- Ensure that the following information has been made available to parents of pupils, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate:
 - Particulars of the school's policy on and arrangements for admissions, discipline and exclusions.
 - Particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language.
 - Particulars of the curriculum policy of the school as required under part 1, paragraph 2.
 - Particulars of policies relating to bullying, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving as required under part 3, paragraph 9.
 - Particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits as required under part 3 paragraphs 10 and 11.
 - Particulars of academic performance during the preceding school year, including the

results of any public examinations.

- Details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year.
 - The number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 24(1)(b)).
- Ensure that the safeguarding children policy (as required under part 3, paragraph 7) is published on the school's website, or where no such website exists, that the school provides a copy to parents of pupils, and of prospective pupils, on request (paragraph 24(1)(c)).

Inspection judgements

Achievement of pupils

Inadequate

- Pupils' achievement is inadequate overall. This is because teaching is inadequate and because pupils do not have access to a sufficiently broad and balanced curriculum. A number of the regulations for independent schools are not met. Pupils learn too little about some of the required areas of learning, in particular relating to physical education. In addition, not all pupils have the opportunity to learn English as an additional language, as required, given that English is not the first language of the pupils and it is not the language of instruction throughout the school. This means that pupils are not prepared sufficiently to be able to make progress in their continuing education, nor for the opportunities and responsibilities of adult life.
- Pupils' time in school is divided between religious studies, Kodesh, and what the school refers to as secular studies, Chol. However, pupils in Years 1 and 2 do not study the secular subjects. Mathematics skills are introduced within the religious studies, but the range of pupils' experience in this subject is too limited and requires improvement. Pupils in these classes begin their acquisition of skills in written Hebrew, but have no lessons in written or spoken English. Because of this, they are likely to make slower progress with their English language skills as they move through the school.
- Pupils from Years 3 to 8 work on secular subjects for a much shorter proportion of the school day than that given to religious subjects. For the older pupils, in Years 5 to 8, the school day lasts for 10 hours and the study of secular subjects is limited to one and a half hours. These lessons primarily relate to mathematics and the acquisition of English as an additional language. Overall, pupils' progress in these areas requires improvement, although some achieve well. Lack of time and the limited resources used mean that pupils do not make the progress they should in either mathematics or English. The level and range of support that is provided for pupils who require additional support in the religious lessons is not matched in the secular subjects, so that these pupils, in particular, make slow progress.
- The school does not identify or evaluate the progress of any groups within the school population and so cannot make any comparison between them. For this reason the school is unable to determine whether all groups of pupils are making the progress they should and to take action accordingly if some are found to be underachieving. For example, the school is unable to determine the effectiveness of the support given to pupils with a statement of special educational needs.
- Pupils' lessons involve Jewish religious studies for the majority of the school day. They gain thorough knowledge and understanding of the extensive range of religious matters that are expected within the Haredi community. The school has useful procedures to assess attainment in the religious subjects, and parents and carers are actively involved in these, including systematic and regular testing. Those who achieve well have many chances to extend their knowledge and understanding. Those whose achievements are weaker receive additional support. This enables them to improve their achievements. Pupils with a statement of special educational needs receive appropriate additional support and as a result they make suitable progress.
- In addition to gaining a thorough and detailed knowledge of the community's religious texts and the way these have been interpreted by community leaders in the past, they also gain some insights into a wide range of subjects and areas of knowledge. These include personal and social development, geography, history and science, as well as technology, music and art. The school has made a start in adapting its programmes of work to ensure that these areas of learning are addressed in sufficient detail so that all pupils receive a balanced education.
- Parents and carers express strong satisfaction regarding the achievements of their children. They believe this prepares them for the next stage in their education in Jewish secondary schools. They judge that their children are prepared well for life in their own community as well as in the world more widely.

Quality of teaching**Inadequate**

- The quality of teaching is inadequate overall. This is because pupils do not have access to a sufficiently broad range of subjects and because English is not taught throughout the school. Some of the requirements for independent schools are not met. These relate to how much teachers are aware of what pupils know and can do in the secular subjects, including English and mathematics, and the way they use this information to plan learning. In addition, in these subjects the resources are not adequate to enable pupils to learn well.
- Teachers do not provide lessons in physical education that enable pupils to gain the skills they need.
- Teaching in the secular subjects is inadequate. Teachers of these subjects do not have a formal framework to assess what pupils know and can do. They lack the information they need to set work that is appropriately challenging. In particular, pupils with higher abilities are often given work that is too easy; while those who require help do not get the additional support they need to learn and make the progress they could.
- Although some teachers ask pupils questions in a way that helps them to think and draw out their knowledge and understanding, others answer their own questions and so limit the opportunities pupils have to develop a better understanding through discussion. Pupils complete only a limited amount of written work in their workbooks. This is generally neat and is marked accurately and regularly. However, teachers do not provide comments in books to help pupils know what they need to do to improve.
- Some teaching in the secular subjects motivates pupils and helps them learn. For example, in one class, pupils were enthralled with a teacher's description of lighting a fire in difficult circumstances. This helped them to understand and learn the meaning of the word 'chimney'. However, such good teaching is rare, in contrast to that in religious subjects which has many strengths.
- In the religious studies lessons, teachers use their detailed and thorough subject knowledge to enthuse pupils. They are skilful in the way they ask questions to extend the knowledge and understanding of pupils of all abilities. They know what individual pupils are capable of and they tailor their approach to ensure that all have the best chances to learn and understand the lesson material. A specialist handwriting teacher ensures that all pupils' abilities in written Hebrew are developing as well as they can. The specialist support teachers ensure that pupils with statements of special educational needs are able to learn as well as they can.
- Teachers use a range of opportunities within the religious studies lessons to help pupils learn to keep themselves safe and healthy. These lessons also provide some chances for pupils to learn about cultures and religious traditions other than their own. This took place, for example, during recent celebrations and study of the Passover. The school is aware of the need to develop additional opportunities for pupils to learn about, and to appreciate, other cultures.
- In addition, new teaching material has recently been introduced to ensure that pupils learn about British institutions and values. This includes, for example, the role of the monarchy, the way government works, the importance of the rule of law and an attitude of tolerance. Again, the school is aware that this is a new development and it intends to extend the range and depth of this area of study and acquire more resources.

Behaviour and safety of pupils**Inadequate**

- The behaviour and safety of pupils are inadequate overall. This is because there are many failings in the school's provision to ensure pupils' well-being, which do not meet the requirements for independent schools in a substantial number of areas.
- School leaders have failed to make sure that all of the policies and procedures that are required in order to keep pupils safe are fully in place and adequately implemented. They have failed to carry out, or record, all the checks that are required to ensure that all staff members are suitable

to work with children. They have not ensured that staff are trained in safe recruitment. In addition, there is no record of any checks to ensure the suitability of the staff from the partner organisation who support pupils with a statement of special educational needs. Because of these failings, the school cannot be sure that the adults in the school are suitable to be with children.

- Although staff are trained in child protection and the designated member of staff responsible for safeguarding has the required advanced level training, the child protection policy is inadequate. It does not provide information that would help a staff member to know whether a child is being abused; it also provides contradictory information about what people should do if they suspect abuse may have taken place. Because of this, staff may not be able to ensure that any pupil who might be subject to abuse receives the help they need.
- The fire safety policy is not fully implemented. One of the fire escapes did not provide a safe means of exit for pupils and staff in the event of a fire, although this problem was resolved during the inspection. A fire risk assessment has recently been carried out, but actions that should have followed have not taken place or are not recorded, including training staff members on some areas of fire safety.
- The school's health and safety policy is not fully implemented. Although useful work has recently been carried out to enhance pupils' safety and welfare, this has not been based on assessments of the risk pupils are exposed to in the various areas used for their education. Suitable procedures are in place to assure pupils' health and safety on school trips and educational visits. There is a suitable first aid policy that is implemented appropriately.
- Staff do not maintain the admissions and attendance registers effectively. This could pose a risk to pupils' safety, as records of which pupils are in school are not maintained in a single place, nor recorded in a manner that is unambiguous.
- The school's anti-bullying strategy is strongly promoted through many areas of the pupils' religious studies and in messages from the headteacher. Although pupils and their families do not use electronic media, pupils now have an adequate knowledge of the potential of harm from cyber bullying. This is an improvement from the last inspection. However, the school does not help pupils to understand the possibility of prejudice-based bullying, the forms that it might take or how to avoid it occurring. This means that pupils are not as well prepared for their lives outside the school as they could be.
- The policy to promote good behaviour has been amended since the last inspection. The policy now makes it very clear that no form of corporal punishment should be carried out or threatened. Interviews with pupils indicate that this policy is fully implemented.
- Pupils behave exceptionally well in lessons and around the school. They are courteous and well mannered. In lessons they show an eagerness to learn and they demonstrate respectful, but warm, relationships with teachers and other staff members. They attend regularly and are almost always punctual to their lessons. They are self-confident and exhibit strong self-esteem. They benefit from taking part in the spiritual practice of their community and their behaviour reflects the high standards expected of them.
- Pupils say that they feel safe in school and that bullying is rare; if it occurred they would know what to do and they are confident that it would be dealt with well by the staff. Their religious studies strongly emphasise the importance and value of tolerance towards others and support for others in their local community and more widely. Their behaviour indicates that they put into practice what they learn about right and wrong and respect for the law.

Leadership and management

Inadequate

- Leadership and management are inadequate because pupils' achievement and the quality of teaching are inadequate. The school's leaders and managers have failed to ensure that procedures necessary for keeping pupils safe are put into practice. They have made some improvements since the last inspection, including with regard to the supervision of pupils, but a great many of the regulations for independent schools are still not met.

- The school's leaders do not have full knowledge of the school's performance. Their evaluation of the quality of provision of the religious studies and the progress that pupils make is accurate, but this is not the case for secular subjects. They do not know enough about how well teachers are supporting the learning of pupils in these subjects, nor how to improve pupils' achievement. They have not ensured that all the required subjects and areas are taught throughout the school or that resources are sufficient for all pupils to learn and make progress.
- The special educational needs coordinator provides teachers of the religious subjects with useful information regarding the learning and progress on pupils with additional needs in these subjects. However, insufficient information is provided with regard to pupils' progress in the secular subjects. A system of middle leadership is not well developed.
- Neither the school's leaders nor the proprietors are sufficiently aware of the regulations for independent schools. They do not evaluate the effectiveness of the school's overall provision and they have no procedures for checking that the various requirements necessary for keeping pupils safe are carried out effectively.
- The proprietors have not developed adequate procedures to hold the school's leaders and managers to account for the way they ensure that pupils are safe, achieve and learn to the best of their ability. They do not have a robust understanding of the quality of teaching and the school's performance.
- The school's premises do not meet all the requirements for independent schools. There are no changing facilities or showers, the medical room lacks washing facilities, drinking water is not readily available outside toilet areas, and where it is available it is not marked as such. Hot water of a suitable temperature is not available for washing.
- The school does not provide, or make available, most of the information required under the regulations for parents, carers and others. This includes the name and address of the proprietor. This is because there is no website or brochure or other regular method of providing information.
- The complaints policy meets requirements and, although its presence is not made clear to parents and carers, those interviewed knew that it was available and that they could use it if they had need to do so.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook*, which is published on the Ofsted, website:
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School details

Unique reference number	100296
Inspection number	442979
DfE registration number	204/6377

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Jewish boys primary school
School status	Independent school
Age range of pupils	5 to 15 years
Gender of pupils	Boys
Number of pupils on the school roll	242
Number of part time pupils	0
Proprietor	CMA trust
Chair	Mr Ephraim Gottesfeld
Headteacher	Rabbi Samuel Hoffman
Date of previous school inspection	15 January 2014
Annual fees (day pupils)	Voluntary contribution
Telephone number	020 8806 0898
Email address	s.hoffman@gmail.com

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