

Talmud Torah Chaim Meirim Wiznitz School

26 Lampard Grove, London, N16 6XB

Inspection dates 17 March 2015

Overall outcome **Independent school standards not met**

Context of the inspection

- This unannounced progress monitoring inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.
- Following the school's last full inspection, in June 2014, the Department for Education issued a determination to remove the school from the register on the 31 October 2014. This was because of a significant number of unmet standards, particularly with regard to the safeguarding and welfare of pupils. The proprietor has appealed this decision and an appeal tribunal is due to take place in the near future.
- This inspection checked whether the school has addressed all the unmet independent school standards since its last inspection in June 2014. These were in Part 1 (The quality of education), Part 3 (Welfare, health and safety), Part 4 (Suitability of staff, supply staff, and proprietors), Part 5 (Premises of and accommodation of the school), Part 6 (Provision of information), and Part 8 (Quality of leadership and management).
- Inspectors observed the quality of teaching in three lessons. These lessons were jointly observed with an interpreter, as most lessons in the school are conducted in Yiddish.
- Inspectors undertook a joint learning walk with senior leaders and completed a health and safety check around the school site.
- Inspectors looked at pupils' work and talked to pupils and school leaders.
- Inspectors examined key documents relating to the curriculum, safeguarding, health and safety, and staff training.

Main findings

The quality of education provided

- The previous full inspection, in June 2014, found that pupils did not have sufficient time to study secular studies as most of the school day was assigned to religious studies.
- School leaders explained to inspectors that they have begun to extend the time spent on secular studies, and that schemes of work are being devised to secure a better progression of skills and knowledge in English, mathematics, geography, history and science. Physical education (PE) is now being taught weekly to all pupils, as is personal, social and health education (PSHE) through weekly themed assemblies.
- This progress monitoring visit established that the school has partly implemented its intentions. However, much of this development is fragmented and partial. The school has yet to implement a broad and balanced curriculum across the whole age range.
- Work in pupils' books shows that there are still too few lessons in geography, history and science. The school provided no evidence for the teaching of aesthetic and creative subjects. The scheme of work for PE does not provide progression. Pupils do not develop key skills in all areas of the subject; the focus is mainly on exercise and physical fitness. There are no planned activities for games, gymnastics and athletics. The school does not have sufficient apparatus to deliver a full

programme for PE. There are too few resources for practical or investigative activities in subjects such as mathematics and science.

- The previous inspection found that pupils in Years 1 and 2 did not study any secular subjects at all. Mathematics skills were introduced within religious studies, but the range of pupils' experiences in this subject was judged to be too limited and to require improvement. Pupils in these classes were beginning to acquire skills in written Hebrew, but had no lessons in written or spoken English.
- This progress monitoring visit concluded that, although pupils now study secular subjects in Years 1 and 2, it is still the case that no lessons are taught in spoken English. Experiences in mathematics remain too limited.
- The previous inspection identified that pupils were not sufficiently well prepared for life in British society, primarily because pupils did not have sufficient opportunities to learn fluent speaking skills in English.
- This inspection confirmed that pupils are still not provided with enough opportunities to enable them to become fluent in speaking English. An interpreter was required when inspectors met with pupils because they were not able to understand some of the questions posed to them in English. This presents a significant limitation for pupils' future lives in modern Britain.
- The school still does not meet all the independent school standards in relation to the quality of the curriculum.
- The previous inspection judged that the quality of teaching was inadequate. Teachers did not assess pupils' understanding during lessons. They did not ask pupils questions which made them think hard about their learning.
- This progress monitoring visit established that pupils are still given basic and mundane activities in secular studies, including in English and mathematics. There are still too few opportunities for pupils to develop their enquiry skills, to investigate, or to apply their basic skills in relevant and exciting contexts.
- The previous inspection established that teachers did not routinely collect information about pupils' progress throughout the year. This lack of information meant that pupils who find work easy were not sufficiently challenged, and those who find learning hard were not provided with the additional support they needed.
- This progress monitoring visit confirmed that this remains the case. School leaders told inspectors that a new marking policy has been implemented and that this is providing teachers with information on how well pupils are achieving. Scrutiny of pupils' work shows that marking consists mainly of cursory comments about presentation. Pupils are not given any indication as to how well they are doing or what they need to work on next in order to make progress. Furthermore, all pupils continue to complete the same work, irrespective of their level of ability.
- The previous inspection found that the school did not identify or evaluate the progress of different groups of learners. The school was unable to determine whether all groups of pupils were making the progress they should and to take action accordingly if some were found to be underachieving.
- The only additional evidence school leaders provided at this present inspection was individual spelling and grammar tests. The school still does not track the progress of different groups. As a consequence, teachers are not able to provide additional support and challenge when necessary. The school still does not meet all the independent school standards in relation to the quality of teaching and assessment.

Welfare, health and safety

- The previous inspection report found that, although staff were trained in child protection and the designated member of staff responsible for safeguarding had the required advanced level of training, the child protection policy was inadequate. It did not provide information that would help a staff member to know if a child is being abused. The policy provided contradictory information about what people should do if they suspected abuse might have taken place.
- School leaders explained that they had reviewed the safeguarding policy in line with all the statutory guidance.

- This progress monitoring visit established that the safeguarding policy has been updated and that all staff have received up-to-date training. All staff are now familiar with the latest guidance issued by the Department for Education. The safeguarding policy is made available, on request, to parents.
- The implementation of the safeguarding policy is inadequate. Pupils are confident that their headteacher will listen to any general concerns they may have. However, there are no opportunities for pupils to learn about potential risks and how to keep themselves safe from various types of harm.
- The previous inspection found that pupils had an adequate knowledge of cyber bullying. Nonetheless, it judged that the school did not help pupils to understand the possibility of prejudice-based bullying, the forms that it might take, or how to avoid it occurring. This meant that pupils were not as well prepared for their lives outside the school as they could be.
- School leaders provided inspectors with a recently reviewed anti-bullying policy, which included reference to all forms of bullying. They explained that pupils now explore different forms of bullying in thematic assemblies with follow-up quizzes.
- This progress monitoring visit found that the implementation of this reviewed policy is inadequate. Discussions with pupils reveal they have only a limited understanding of some forms of bullying. Inspectors were not convinced that pupils understand what cyber bullying is or how to keep themselves safe from it. Pupils remain unaware of what constitutes prejudiced-based bullying. They remain unprepared for life beyond the school. The school still does not meet this standard.
- The previous inspection found that the school's health and safety policy was not fully implemented. No risks assessments had been carried out to make sure that pupils were always kept safe in school and beyond.
- At the time of this progress monitoring visit the compliance officer explained that the health and safety policy has been updated. It now meets requirements. The school is now diligent in ensuring that all risk assessments are systematically carried out. The school now meets this standard.
- The previous inspection found that the fire safety policy was not fully implemented. A fire risk assessment had recently been carried out, but actions that should have followed from this had not taken place or were not recorded, including training staff members on some areas of fire safety.
- The compliance officer told inspectors during this progress monitoring visit that the school had addressed these shortcomings. A fire risk assessment has been carried out by an external contractor.
- The fire safety policy is now being fully implemented. Documentation shows that the caretaker routinely makes all the required checks which are then monitored by the compliance officer. Identified weaknesses are acted upon immediately. The school now meets this standard.
- The previous inspection found that staff did not maintain the admission and attendance registers effectively. This was judged to pose a risk to pupils' safety, as records of which pupils were in school were not maintained in a single place, nor recorded in a manner that was unambiguous.
- This progress monitoring visit confirmed that this remains the case. Not all registers are recorded well enough to show why pupils are absent from school. The potential risk to pupils' safety has not been reduced sufficiently. The school still does not meet this standard.

Suitability of staff, supply staff, and proprietors

- The previous inspection established that school had failed to carry out and record all the required checks to ensure that all staff, the proprietors and the Chair of the Governing Body of the school were suitable to work with pupils.
- The school is now carrying out and recording the required checks to ensure that all staff members, proprietors and the Chair are suitable to work with pupils, so that requirements are now met.

Premises of and accommodation at schools

- At the time of the last inspection, the school did not meet a number of the regulations related to the premises. The school did not have: suitable accommodation to cater for the medical and

therapy needs of pupils, which included accommodation for the short term care of sick and injured pupils, and a washing facility, being near to a toilet facility; suitable drinking water facilities that were readily accessible at all times when the premises were in use and were in a separate area from toilet facilities; toilets and urinals with an adequate supply of cold water and washing facilities with an adequate supply of hot and cold water; cold water supplies that were suitable for drinking which were clearly marked as such; and, a system to ensure that the temperature of hot water at the point of use did not pose a scalding risk to users.

- During this progress monitoring visit, inspectors undertook a joint tour of the school with school leaders to review the improvements made. All of the above requirements are now met.
- The school has installed two showers. However, there is no suitable changing accommodation for pupils aged 11 years or over who receive physical education, as the changing facility can only accommodate one pupil at a time. In practice, this will cause unnecessary queues and waste teaching time for physical education. The school does not meet this standard.

Provision of information

- At the time of the previous inspection, the school failed to provide parents of pupils and parents of prospective pupils with all the required information, this being: the school's address, telephone number and the name of the headteacher for corresponding during term time and holidays; a statement of the school's religious ethos and aims; the school's policy on and arrangements for admissions, discipline and exclusions; details of the educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language; the particulars of policies relating to the curriculum, safeguarding, bullying, behaviour (including sanctions), first aid and health and safety; and, 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.
- This progress monitoring visit has established that the school reports this information to parents in the revised prospectus, so that it now meets these regulations.
- This visit found that the school does not meet other regulations as it does not provide particulars of pupils' academic performance during the preceding school year, including the results of any public examinations, and does not publish the last inspection report on the school website or ensure it is otherwise provided to the parents of each registered pupil.
- At the time of this progress monitoring visit, the school was unable to provide inspectors with an example of an annual written report provided for the parents of each pupil, as required. This regulation is not met.

Quality of leadership in and management of schools

- The proprietors have failed to make sure that all the independent school standards are met. They do not actively promote the well-being of the pupils in the school. The regulations concerning the quality of leadership and management are therefore not met.

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for matters specified in sub-paragraph (2) is drawn up and implemented effectively (paragraphs 2(1), 2(1)(a)).
- The proprietor must 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 (paragraphs 2(2), 2(2)(a)).
- The proprietor must ensure that as the principal language of instruction is a language other than English, the school provides lessons in written and spoken English (paragraph 2(2)(c)).
- The proprietor must ensure that the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(h)).

- The proprietor must ensure that the curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- The proprietor must ensure that teaching encourages pupils to apply intellectual, physical or creative effort, to show interest in their work and to think and learn for themselves (paragraphs 3, 3(b)).
- The proprietor must ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in the planning of lessons (paragraph 3(d)).
- The proprietor must ensure that classroom resources are of an adequate quality, quantity and range and that they are used effectively (paragraph 3(f)).
- The proprietor must 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)).
- The proprietor must 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 (paragraphs 7, 7(a), 7(b)).
- The proprietor must ensure that there is an effective anti-bullying strategy in place and that it is implemented (paragraph 10).
- The proprietor must ensure that there are admission and attendance registers which are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must 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 (paragraphs 23(1), 23(1)(c)).
- The proprietor must ensure that particulars of academic performance during the preceding school year, including the results of any public examinations, are made available to parents of pupils (paragraphs 32(1), 32(1)(b)).
- The proprietor must ensure that a copy of the last inspection report is published and maintained on the school website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection (paragraph 32(1)(d)).
- The proprietor must ensure that the school provides that an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise (paragraph 32(1)(f)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Inspection team

Mary Hinds, Lead inspector

Her Majesty's Inspector

Emma Meerva

Additional Inspector

Information about this school

- Talmud Torah Chaim Meirim Wiznitz School is situated in Stamford Hill, North London.
- The school was established in 1979. It is owned by the CMA Trust and serves a strictly observant (*charedi*) Jewish community.
- The school charges no fees and relies on voluntary contributions.
- There are currently 260 pupils on roll. The school is registered for up to 237 pupils. The school is in breach of its registration conditions.
- All the pupils are boys, aged between five and 13 years of age. There is a nursery on site operated by the same proprietor, for children from the age of two years. This is registered separately.
- The proportion of pupils with disabilities and those with special educational needs is low. There are currently two pupils with statements of special educational needs. The school works in partnership with a specialist support centre, Binoh, where these pupils receive additional support.
- The majority of pupils speak English as an additional language.
- The school's last full inspection was in June 2014, where a significant number of independent school standards were not met.
- The school has appointed several new members of staff, including four new teachers and a compliance officer, since the previous full inspection.

School details

Unique reference number	100296
Inspection number	463314
DfE registration number	204/6377

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Jewish orthodox primary school
School status	Independent school
Age range of pupils	5–13 years
Gender of pupils	Boys
Number of pupils on the school roll	260
Number of part time pupils	0
Proprietor	CMA Trust
Chair	E Gottesfeld
Headteacher	Rabbi Samuel Hoffman
Date of previous school inspection	10 June 2014
Annual fees (day pupils)	Voluntary contribution
Telephone number	020 8806 0898
Email address	s.hoffman@gmail.com

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