

# Talmud Torah Chaim Meirim Wiznitz School

26 Lampard Grove, London N16 6XB

## Inspection dates

15 December 2015

## Overall outcome

**Independent school standards not met**

## Context of the inspection

- This 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.
- A full inspection of the school in June 2014 deemed a significantly large number of the independent school standards to be not met. A progress monitoring inspection in March 2015 found that a large majority of these standards remained unmet.
- For this progress monitoring inspection visit, the registering authority asked inspectors to check the school's progress in meeting standards in Part 3 (Welfare, health and safety), Part 5 (Premises of and accommodation at schools), Part 6 (Provision of information) and Part 8 (Quality of leadership in and management of schools) of the regulations. Progress towards meeting standards which were unmet in other parts of the regulations was not considered in this inspection.
- The registration authority also asked inspectors to check on the provision for, and suitability of, outdoor play during the inspection.
- Inspectors conducted a tour of the premises with school leaders and examined records related to premises safety and maintenance.
- Inspectors spoke to a group of pupils and a group of members of staff to discuss their views about safeguarding and the suitability of the premises.
- Inspectors also scrutinised the school's admission and attendance registers, the single central record and requested copies of information provided to parents.
- Inspectors discussed the school's strategies to promote good behaviour and tackle bullying. They examined the school's policies and records related to these matters.
- The inspection was unannounced.

## Main findings

### Welfare, health and safety

- The previous monitoring inspection found that the implementation of the safeguarding policy was inadequate. There were no opportunities for pupils to learn about potential risks and how to keep themselves safe from various types of harm. Pupils continued to have a limited understanding of some forms of bullying. They were unaware of aspects of prejudice-based bullying. Therefore, they were unprepared for life beyond school. Staff had not maintained the admission and attendance registers effectively and this posed a risk to pupils' safety.
- Leaders have made improvements to the checks they make on the premises. They have developed safeguarding policies further and provided additional training. However, the implementation of some of these policies, together with remaining shortcomings in some of the records which are required to be kept, mean that arrangements to safeguard pupils still do not meet the requirements of the independent school standards.
- School leaders have reviewed the anti-bullying policy. This makes reference to certain aspects of prejudice-based bullying. However, leaders told inspectors that they are not willing to teach

pupils about some types of bullying because they consider this contrary to their religious beliefs. Pupils spoken to have a very limited understanding of what bullying means and of the forms it may take. Leaders can recall rare instances when pupils have behaved inappropriately. However, they have not monitored the impact of their responses or recorded these. The implementation of the school's strategy to tackle bullying does not meet the requirements of the standard.

- Pupils are able to explain how the school teaches them to stay safe from some risks which they may encounter. They understand and appreciate the improvements leaders have made to fire safety. Pupils receive some guidance about e-safety. However, this remains too limited in its scope to prepare pupils for possible experiences in their future lives and limits their opportunities to use technology for positive reasons.
- Leaders have ensured that members of staff understand the safeguarding policy and, in particular, how to recognise possible signs of abuse. Senior leaders have taken steps to acquaint themselves with current advice about protecting pupils from radicalisation and extremism. However, this training has not yet been made available to all staff.
- The compliance manager has continued to develop and implement the regular and systematic checks he had introduced at the time of the last inspection. The premises are maintained to a standard which meets the requirements of the regulations, as a result. For example, the records kept of fire evacuation procedures are thorough and identify lessons learned from each fire drill.
- The school's procedures for checking the suitability of adults to work with children and recording this information on a single central register continue to meet requirements.
- Leaders have made progress in organising and maintaining the attendance and admissions registers. The admissions register is organised systematically and there are prompts to enter all of the necessary information required. However, the records of over twenty pupils document the date of leaving the school without further information about their destination. Other pupils are recorded as having moved to the United States of America or Israel but there is no further information about future arrangements for their education. The former school of new pupils is recorded but the leaving date from this school is missing. This means there is no record of how continuous the education of these pupils has been. These shortcomings leave pupils at unnecessary risk and mean arrangements still fail to meet the required standard.
- Attendance registers are completed consistently. However, leaders do not analyse patterns of pupils' attendance over time. Attendance registers show that some pupils have often been late for school in the current term while others have a high level of absence. Leaders have not done enough to notice these trends and evaluate their effectiveness in improving attendance and punctuality.

### **Premises of and accommodation at schools**

- At the time of the previous monitoring inspection, the school had installed two showers but had not provided suitable changing accommodation for pupils aged 11 years or over who receive physical education.
- Leaders have put a plan in place to screen off an area of a multi-purpose hall which is near one of the two showers available. The intention is to enable pupils to get changed. However, the other shower is in a separate location. The arrangements proposed do not provide a solution to the concern identified during the last inspection that queuing would waste teaching and learning time for physical education. Therefore, the school does not meet the standard relating to changing and shower facilities.
- The school includes a large, secure, flat playground which is used by pupils to play outdoors. Playtimes are scheduled and staggered to ensure that pupils have enough space to play in. The playground has recently been resurfaced to an acceptable standard. The area is secure and well supervised. Pupils told inspectors that they enjoy playtime and feel safe in the playground. The outdoor play provision now meets the requirements of the regulations.

## **Provision of information**

- At the time of the last monitoring inspection, the school was unable to provide inspectors with any evidence that an annual written report was provided for parents of each pupil, as required by the regulations. They had not provided information about pupils' academic performance during the preceding school year, including the results of any public examinations. They had also not published the last inspection report or provided it to parents on request.
- School leaders wrote to parents shortly after the last inspection to inform them that a written copy of the inspection report was available and how to obtain one. Therefore, the school now meets the standard relating to the publication of inspection information.
- The headteacher responsible for the secular curriculum has made some progress in establishing a system of monitoring and recording the attainment of pupils. However, the school does not provide any information about pupils' academic performance and so does not meet this aspect of the standards.
- School leaders provide a written report on pupils' performance in religious studies. However, they told inspectors that they would not have enough information to report on pupils' outcomes in other aspects of their learning until March 2016. Although leaders have a plan to provide reports and have made some progress in gathering information to include in these, the standard remains unmet.

## **Quality of leadership in and management of schools**

- At the time of the last monitoring inspection the proprietors had not ensured that all of the independent school standards were met. They were not actively promoting the well-being of pupils of the school.
- A number of independent school standards in the parts of the regulations considered during this inspection continue to be unmet. The proprietors have not taken all of the necessary steps to promote the well-being of the pupils in the school. The regulations concerning the school's leadership and management are, therefore, not met.

## **Compliance with regulatory requirements**

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

- The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a), 7(b)).
- The proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).
- The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor ensures 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 ensures 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 ensures 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 (paragraphs 32(1), 32(1)(f)).

- The proprietor ensures 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 (paragraphs 34(1), 34(1)(a)).
- The proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
- The proprietor ensures that persons with leadership and management responsibilities at the school actively promote the well-being of pupils (paragraphs 34(1), 34(1)(c)).

## Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

Avtar Sherri

Ofsted Inspector

## Information about this school

- Talmud Torah Chaim Meirim Wiznitz School is situated in the Stoke Newington area of North London.
- The school was established in 1979 by CMA Trust, who own the school. It serves a strictly orthodox Jewish community.
- The school relies on voluntary contributions rather than charging a fixed fee.
- There are currently 260 boys on roll who are between the ages of five and 13 years. This exceeds the number for which the school is registered. Therefore, the school continues to be in breach of its registration conditions.
- There is a low proportion of disabled pupils and those with special educational needs. One of these pupils has a statement of special educational needs. He receives support from a specialist support centre, Binoh.
- The majority of pupils speak English as an additional language.
- Since the last inspection there have been no new staff appointments but one teacher has left the school.
- The school's last full inspection was in June 2014, when a large number of independent school standards were found to be not met. A progress monitoring inspection carried out in March 2015 found that many of these independent school standards continued to be unmet.

## School details

<b>Unique reference number</b>	100296
<b>Inspection number</b>	10009064
<b>DfE registration number</b>	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.

<b>Type of school</b>	Orthodox Jewish primary school for boys
<b>School status</b>	Independent school
<b>Age range of pupils</b>	5–13
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	260
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	CMA Trust
<b>Chair</b>	E Gottesfeld
<b>Headteacher</b>	Rabbi Samuel Hoffman
<b>Date of previous school inspection</b>	17 March 2015
<b>Annual fees (day pupils)</b>	Voluntary contributions
<b>Telephone number</b>	020 8806 0898
<b>Email address</b>	<a href="mailto:s.hoffman@gmail.com">s.hoffman@gmail.com</a>

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