

Talmud Torah Yetev Lev

111-115 Cazenove Road Hackney N16 6AX

Inspection dates

10 September 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.
- An unannounced emergency inspection in June 2014 identified safeguarding concerns, significant failings in the early years framework requirements and a considerable number of unmet independent school standards.
- At the time of the school's last full inspection in November 2014, the schools overall effectiveness was judged to be inadequate. Most of the independent school standards were not met.
- In February 2015 the school submitted an action plan to the Department for Education in response to the above failings. The Department for Education informed the school in May 2015 that the action plan was unsatisfactory.
- This inspection checked to see if the school has addressed all the unmet independent school standards since its last inspection. These were in Part 1 (The quality of education), Part 2 (Spiritual, moral, social and cultural development of pupils), 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 five lessons. Two of these were jointly observed with the headteacher.
- Inspectors looked at pupils' work and talked to teachers and school leaders.
- Inspectors examined key documents relating to the curriculum, safeguarding, and health and safety.

Main findings

Part 1. Quality of the curriculum provided

- The previous inspection in November 2014 confirmed that the range of secular subjects taught across the school was limited. Most of the school day was taken up with religious studies. Secular subjects, including English and mathematics were taught from Year 2 upwards, for one hour and a half, each afternoon, five days a week. Pupils had too few opportunities to develop technological or creative skills. The range of lessons taught did not meet the requirements of the independent school standards. The inspection established that almost all pupils speak Yiddish as their main language. English was not taught in the early years or Year 1. As a result, most pupils were not fluent in speaking English.
- As outlined in the school's action plan, the head of secular studies has begun work with an external consultant to develop an enhanced curriculum. He is keen to move the school forward. Initial work has started in geography and personal, social and health education (PSHE). However, there is no overarching curriculum policy, or schemes of work for individual subjects to take into account all ages, aptitudes and needs of all pupils. Most resources and activities

relate to Key Stage 2 only.

- The breadth of the curriculum remains too narrow. There remains insufficient time for pupils to study secular subjects. Most lessons are taught in Yiddish. This continues to impede pupils' progress in basic literacy skills and their ability to speak, read and write in English. Pupils' numeracy skills are not developed effectively.
- The school's intention was to revise the early years curriculum and provision. This progress monitoring inspection established that the statutory framework for the Early Years Foundation Stage is still not implemented. The school does not plan activities to develop all seven areas of learning, including language and communication. Children still do not learn to speak, read or write in English. There is still no programme for the teaching of phonics in English.
- The independent school standards are still not met in relation to the quality of the curriculum.
- The previous inspection found significant weaknesses in the teaching of secular studies. The quality of teaching was judged to be inadequate. Resources were of poor quality and quantity. Classrooms did not support pupils' learning effectively.
- This inspection found that this remains the case. Pupils' learning and progress are not routinely checked. As a result, work is not planned to meet the range of different abilities. More-able pupils are not challenged to think hard and too often they complete the same work as all other pupils. Less-able pupils are not given the support they need to help them with their learning. Progress is slow as a result.
- The school's intention, as outlined in their action plan, was to implement a marking policy in order to assess pupil progress. Observations during this inspection found that marking still does not provide constructive guidance to pupils on what they need to do to improve their work. Pupils' learning is not moved on at a brisk pace.
- The previous inspection confirmed that the school did not assess the progress made by individual and groups of pupils. Leaders were not able to evaluate if all groups of pupils were making the progress they should. To address this, the school outlined a planned curriculum which would include measures to assess pupil progress. This inspection found that the school has not addressed this area of weakness. The independent school standards remain unmet in relation to the quality of teaching and assessment.

Part 2. Spiritual, moral , social and cultural development of pupils

- At the time of the previous inspection, the content of lessons taught did not actively promote fundamental British values. Too little emphasis was placed on promoting pupils' social and cultural development. Pupils were encouraged to respect people. However, they were not made aware of differences relating to sexuality or gender identity. Pupils had too few opportunities to develop respect and tolerance for those of different culture, faiths and beliefs. There were no regular lessons or activities to make sure pupils learnt about English institutions and services.
- The school's intention was to develop a citizenship and British values policy, and to appoint a citizenship officer to check the policy's implementation. This inspection confirmed that the head of secular studies is leading this work. He has made a positive start. Pupils now learn about democracy and individual liberty. They have recently conducted their own school elections. The police, army, ambulance and fire services visit the school, broadening pupils' understanding of public institutions and services in England. However, because there is no over-arching policy, activities are ad hoc. Skills, understanding and knowledge are not systematically taught well enough to pupils in every year group.
- Leaders told inspectors that they have no intention of providing pupils with experiences to enable them to acquire an appreciation of and respect for differences between people, based on culture, religion, sex and sexual orientation. Pupils are not given sufficient opportunities to interact with others outside of their close community, either indirectly, for example through literature or directly through visits and visitors. Inspectors found reading books where images of females had either been erased or radically changed. Leaders also refused to allow pupils to talk

to the female inspector on a formal basis. The failed regulations identified at the time of the last inspection remain unmet.

Part 3. Welfare, health and safety of pupils

- The previous inspection identified that the designated safeguarding lead person had not had the required advanced-level training in child protection. The school's child protection policy incorrectly stated that he could be contacted during the school day, even though he did not attend the school in the mornings. The safeguarding policy did not cover some key areas of child protection. Staff had not had the required safeguarding training. The safeguarding policy 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.
- As outlined in the school's action plan, all staff have now completed safeguarding training. The designated safeguarding lead has undertaken an appropriate level of training, as have two newly appointed deputies. However, this training does not take into account the new requirements as set out in the Department for Education guidance *Keeping children safe in education*, July 2015. The designated safeguarding lead has not undertaken training on how to recognise and combat extremism and radicalisation, the Prevent duty. Similarly, the safeguarding policy does not cover all potential risks to pupils, including radicalisation and extremism. Pupils are not adequately protected from all potential dangers.
- This inspection established that the school does not have an early years manager or deputy. Leaders were unable to confirm to inspectors whether the required number of adults, at least half of all staff, were suitably trained to teach in early years at the required level. The school is aware of some of these inadequacies and intends to appoint an early year's leader as soon as possible. Nonetheless, these weaknesses are a serious breach of the safeguarding and welfare requirements in the early years.
- The school's behaviour and the procedures for recording sanctions have been reviewed, including a record of sanctions imposed. The school now meets these regulations. Nonetheless, although the anti-bullying policy includes cyber-bullying, it does not refer to prejudice based bullying, potentially putting pupils at risk of harm.
- At the time of the previous inspection, the school had appropriate policies to promote pupils' health and safety, and to protect pupils in the event of fire. However, these were not always fully carried out or rigorously checked. The school's action plan indicated that a safety audit had been commissioned.
- This inspection established that the school had commissioned a thorough external audit in April 2015, but had not acted upon the advice. Consequently, potential risks remain, including fire hazards, for example, litter around the school and insufficient smoke detectors. The first aid policy is not compliant. It does not include guidance on hygiene procedures in case of spillage of blood or bodily fluid. There is no guidance on what levels of injury are to be treated on site and what levels automatically trigger an emergency ambulance or visit to hospital. Accidents are not fully recorded and parents are not always informed of accidents their child has had. Pupils are not supervised adequately at break time, despite the school proposing a higher adult to pupil ratio in their action plan. The admissions register still does not meet regulations because it is not in alphabetical order, and it does not record every emergency contact number.
- Gaps remain in the required checks on staff, including supply staff, as outlined below. Most of the unmet regulations at the time of the last inspection remain unmet.

Part 4. Suitability of staff, supply staff, and proprietors

- At the time of the previous inspection, the employment history of staff members before they start at the school were not checked to ensure that any gaps in the evidence could be explained. The school was not able to confirm that all staff members were medically fit for work. The school could not provide evidence of further checks that are required when a staff member has recently arrived in the United Kingdom or spent time out of the country. Checks to ensure the suitability of members of the proprietorial board to work with children were not recorded. The school could not be sure that all staff are suitable to work with children.
- The school's intentions, outlined in its action plan, were to make sure that these checks were carried out. At the time of this inspection, the school leaders were still unable to confirm that the checks relating to employment history, or whether staff were medically fit for work had been undertaken. Equally, the school leaders were unable to provide evidence that they had written confirmation that the required checks had been completed by the supply agency for supply staff who work at the school.
- However, checks on the suitability of the proprietorial board are now recorded, as well as a record of the checks when a staff member has recently arrived in the United Kingdom or spent time out of the country.
- The school continues to meet only some of the independent school standards in Part 4.

Part 5. Premises of and accommodation at schools

- At the time of the previous inspection, despite some premises improvements, the school did not provide toilets for the sole use of pupils. Children in the early years did not have an outdoor area to play and learn.
- The school's intention to provide separate toilets for the sole use of pupils has been completed. Likewise, a daily timetable for children to learn outdoors is now in place. The school now meets these regulations.
- However, this inspection noted that parts of the school's accommodation are not maintained to a standard such that, so far as is reasonably practical, the health, safety and welfare of pupils are assured. For example, resources in the early years are poorly maintained and are unhygienic. Toilet floors are continuously wet, and some low level windows do not have safety glass.

Part 6. Provision of information

- The last inspection established that the school did not provide all the required information to parents. Although some information was available in the school's prospectus, it omitted the school's safeguarding procedures and policy, as well as policies and arrangements to support pupils with special educational needs and those who speak English as an additional language.
- The school's action plan indicated that certain policies would be made available to prospective parents, including a safeguarding policy. During this inspection, the school leaders were unable to provide any evidence that information regarding the support for pupils with special educational needs and those with special educational needs is made available to parents. The revised safeguarding policy is not fit for purpose and requires updating. Leaders were unable to agree where this policy was located, so that a copy could be provided to parents on request. Equally, no-one could tell inspectors how parents could obtain a copy of the report of an inspection carried out under sections 108 or 109 of the 2008 Education Act.

Part 8. 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.

Compliance with regulatory requirements

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 the curriculum is appropriate to the ages and aptitudes for all pupils, including those with a statement of special educational needs (paragraph 2(1)(b)).
- 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 personal, social and health education which reflects the school's aims and ethos (paragraph 2(2)(d)(i)).
- The proprietor must ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education (paragraph 2(2)(e)(ii), 2(2)(e)(iii)).
- The proprietor must ensure that pupils below compulsory age are provided with a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical and communication and language skills (paragraph 2(2)(f)).
- The proprietor must ensure that the curriculum provides adequate preparation for responsibilities and experiences of adult life (paragraph 2(2)(i)).
- 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 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 teaching involves well-planned lessons and effective teaching methods, activities and management of classroom time (paragraph 3(c)).
- The proprietor must ensure that teachers have a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure that 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 there is a framework for pupils' performance to be evaluated, by reference either by the school's own aims or national norms (paragraph 4).
- The proprietor must ensure that the school actively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5, 5(a)).
- The proprietor must ensure that the principles are promoted which enable pupils to acquire a broad general knowledge of and respect for public institutions and serves in England (paragraph 5(b)(iv)).
- The proprietor must ensure that principles are actively promoted which further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v)).
- The proprietor must ensure that the principles are actively promoted which encourage respect

for other people paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 5(b)(vi)).

- 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 is written policy which complies with relevant health and safety laws and that it is being implemented effectively (paragraph 11).
- The proprietor must ensure that there is compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor must ensure that there is a written policy on first aid is drawn up and implemented effectively (paragraph 13).
- The proprietor must ensure that school staff are deployed to ensure the proper supervision of pupils (paragraph 14).
- 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 supply staff are suitable to carry out work in school (paragraphs 19 (2)(b), 19(2)(d)(iii)), inclusive.
- The proprietor must ensure that prohibition and disqualification checks are carried out (paragraph 18(2)(b)).
- The proprietor must ensure that checks are carried out and recorded in respect of staff members' medical fitness (paragraph 18(2)(c)(ii)).
- The proprietor must ensure that the school's single central register provides information about the further checks referred to in paragraph 3 to 7 for staff members appointed both before and after August 2007 (paragraphs 21(3) to 21(3)(b) inclusive and 21(4) to 21(5)(c) inclusive).
- The proprietor must ensure that the school premises, accommodation and facilities provided are maintained to a standard such that, so far as is reasonably practical, the health, safety and welfare of pupils are ensured (paragraph 25).
- The proprietor must ensure that the school provides particulars of educational and welfare provision for pupils with education, health and care (EHC) plans and pupils for whom English is an additional language (paragraph 32(3)(b)).
- The proprietor must ensure that the school's safeguarding policy is either published on the school's website, or where no such website exists, provides a copy to parents of pupils, and of prospective pupils, on request (paragraph 32(1)(c)).
- 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)(d)).
- 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)).

Additional unmet requirements in Section 1 of the Early Years statutory framework - The learning and development requirements

1.5. Educational programmes must involve activities and experiences for children, as follows.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. 1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and

1.7 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Additional unmet requirements in Section 1 of the Early Years statutory framework - Section 2 Assessment

2.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

2.7. Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

2.8 Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10). These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

2.9. Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

2.10. The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Inspection team

Mary Hinds Lead inspector

Her Majesty's Inspector

Mark Phillips

Senior Her Majesty's Inspector

Information about this school

- Talmud Torah Yetev Lev is an independent orthodox, Jewish day school for boys aged from three to 13 years of age. It opened in 1965. The school is open six days a week from Sunday to Friday.
- There are 794 pupils on roll, of whom 10 have a statement of special educational needs. There are 208 children who attend the early years provision, with 120 attending on a part-time basis.
- The school is owned and maintained by the Satmar Chassidic community. It is located near Stamford Hill in the centre of North London's orthodox Jewish community. Most pupils speak English as an additional language.
- Jewish religious studies (Kodesh) are taught in Yiddish. Secular subjects (Chol) are taught in English. There is a headteacher for the Jewish studies and one for the secular studies. The majority of time is spent on Kodesh studies.
- The school aims are 'for learning, socialisation, care and support for Yiddish speaking children and parents in the locality'.
- The school's last full inspection was in November 2014 where a significant number of independent school standards were not met.

School details

Unique reference number	100289
Inspection number	10007352
DfE registration number	204/6233

This inspection was conducted at the request of the registration authority for independent schools.

Type of school	Orthodox Jewish school
School status	Independent school
Age range of pupils	3-13 years
Gender of pupils	Boys
Number of pupils on the school roll	794
Number of part time pupils	208
Proprietor	Talmud Torah Education Limited
Chair	Shalom Cik
Headteacher	Rabbi Padwa
Date of previous school inspection	November 2014
Annual fees (day pupils)	No fees charged for school aged pupils; £10,000 for early years children
Telephone number	020-8806-3834
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