

# Talmud Torah Yetev Lev

111–115 Cazenove Road, London N16 6AX

## Overall outcome

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2)(a), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(h), 2(2)(i), 3, 3(b), 3(c), 3(d), 3(f), 3(g), 4*

- At the time of the previous inspection, the head of secular studies had begun work with an external consultant to develop the curriculum. Initial work had started in geography and personal, social and health education. However, there was no overarching curriculum policy or schemes of work for all individual subjects. The majority of resources and activities related to key stage 2 only. There was also insufficient time for pupils to study secular subjects, impeding their progress in literacy and numeracy skills.
- Much positive work has been undertaken since this time. Schemes of work which take into account the ages, aptitudes and needs of pupils are now in place in most subjects, including English, mathematics, geography, history and science. However, the overall curriculum policy is still being written and schemes of work in personal, social, health and economic education, physical education, citizenship and art are still being developed. The school also does not formally teach or plan any form of technological education.
- The majority of lessons continue to be taught in Yiddish. However, time devoted to daily secular study has increased to an hour and a half and includes formal daily teaching of spoken and written English.
- The school's intention to revise the early years curriculum and provision has been realised. The statutory framework for the early years foundation stage is now implemented and the appropriately qualified early years leader, appointed a year ago, has begun to transform this provision for children. Activities are now planned to develop all seven areas of learning, including language and communication. Children are now learning to speak, read and write in English and the teaching of phonics has begun. Significant investment has been made by the proprietor to redecorate and resource the provision.
- Though it is taught incidentally, careers education for secondary-aged pupils is still not formally planned.
- Joint observations of learning between the inspector and the headteacher for secular studies found that pupils' learning and progress is checked more routinely by teachers. This is as a result of more training for teachers and greater monitoring of teaching by leaders. Teachers now produce weekly lesson plans which include planning for pupils of different abilities. In lessons observed during this inspection, pupils were completing different work in mathematics according to their ability.
- At the time of the previous inspection, the school did not assess the progress made by individuals and groups of pupils. Leaders were not able to evaluate if all groups of pupils were making the progress they should. Since this time, the school has

implemented a new system of monthly assessment in English and mathematics, and annual assessment of all other subjects. This is formally reported to parents. This system is new and its effectiveness is yet to be seen as it continues to be embedded.

- The school's intention to implement a marking policy in order to assess pupils' progress continues to develop, as does the overall quality of secular studies teaching. Leaders acknowledged that, though a lot has been achieved since the last inspection, there is still a significant amount of work ahead before many of the independent school standards in this part are met.
- The proprietor has invested heavily in appropriate classroom resources, and committed to ensuring that more resources are made available to meet the needs of all pupils across the year groups.
- While all the changes to the curriculum, teaching and assessment are positive, they are relatively new, and their overall impact is yet to be seen. As a result, many of the related standards in part 1 remain unmet.

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

*Paragraphs 5, 5(a), 5(b), 5(b)(iv), 5(b)(v), 5(b)(vi)*

- Since the previous inspection, the school's positive work on citizenship and British values has been built upon. Through a range of activities, visits and events, the school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Pupils are taught about different cultures, religions and public institutions and services in England. This work now starts in the early years, when pupils learn about the different cultures and languages of the various staff members who work in the school.
- At the time of the previous inspection, inspectors found reading books where images of females had either been erased or radically changed. Leaders informed the inspector that these reading books have now been disposed of and that significant investment has been made in new, appropriate reading books.
- The previous inspection reported that pupils are shielded from learning about particular differences, such as sexuality. The school's culture is clearly focused on teaching pupils to respect everybody, regardless of difference. However, the cultural expectations of the school's community mean that explicit teaching of all of the protected characteristics, specifically those that relate to gender or sexual orientation, does not happen. Leaders recognise the requirement to consider the protected characteristics set out in the Equality Act 2010, but acknowledge that, as they do not teach pupils about all of the protected characteristics and do not intend to, the related standards are unmet.
- The school does not meet all of the independent school standards in part 2 that were checked during this inspection.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b)*

- Since the previous inspection, all staff have undertaken further safeguarding training which takes account of the latest statutory guidance, Keeping Children Safe in Education (September 2016). Staff have also undertaken training on the 'Prevent' duty (how to recognise and combat extremism and radicalisation). The three

designated safeguarding leaders have undertaken the appropriate level of training. The school's safeguarding policy, available to parents in hard copy, reflects the latest statutory guidance and now covers all potential risks to pupils, including radicalisation and extremism. The inspector's conversation with the local authority's designated officer confirmed that leaders at Talmud Torah Yetev Lev take their safeguarding responsibilities seriously.

*Paragraph 10*

- The school's anti-bullying policy has been updated and now meets requirements. Incidents of bullying continue to be recorded and are now also logged alongside incidents of misbehaviour, using a new system which allows leaders to identify trends and monitor sanctions.

*Paragraphs 11, 12, 13, 14 and 15*

- Since the time of the previous inspection, significant investment has been made in the school, especially for children in the early years. Risks previously identified, such as litter around the school and insufficient smoke detectors, have been rectified. All premises seen are now safe and clean.
- Fire safety in the premises is compliant. The school has invested in an external company to monitor all aspects of fire safety across all four premises. Checks on fire safety equipment, emergency lighting, door seals and smoke detectors are now undertaken systematically and items are replaced where necessary. The inspector checked records of fire alarm tests and fire drills at all the premises.
- The first aid policy is now compliant. It includes guidance on hygiene procedures in case of a spillage of blood or bodily fluid. There are many trained first aiders and an appropriately resourced medical room. Accidents are now fully recorded and parents always receive a copy of the accident form to inform them of any accident their child may have had.
- Pupils are now very well supervised throughout the school, including at breaktime, with a substantial adult to pupil ratio.
- The admission register now meets regulations because it includes an index in alphabetical order and records all emergency contact numbers.
- The school meets all of the independent school standards in part 3 that were checked during this inspection.

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

*Paragraphs 18(2), 18(2)(b), 18(2)(c)(ii), 19(2), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c)*

- At the time of the previous inspection, school leaders were unable to confirm that the checks relating to employment history, or whether staff were medically fit for work, had been undertaken. They were also 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. Certain checks, such as prohibition and disqualification checks, were also not routinely undertaken.
- The inspector checked the single central register of vetting checks and a sample of staff files. The school's new application form and a more robust interview process ensure that employment histories are clearly identified by applicants, and any gaps are questioned. A new medical fitness questionnaire has been implemented. As a

result, leaders are now able to confirm that checks relating to both employment history and medical fitness are undertaken for all staff.

- Since the last inspection, school leaders have decided to cease the employment of supply staff and no longer use supply agencies. As a result, all recorded vetting checks are for permanent staff only.
- Checks on prohibition from teaching and childcare disqualification are now undertaken as a matter of routine for all staff.
- The school meets all of the independent school standards in part 4 that were checked during this inspection.

## Part 5. Premises of and accommodation at schools

### *Paragraph 25*

- At the time of the previous inspection, parts of the school's accommodation were not maintained to a standard such that, so far as is reasonably practical, the health, safety and welfare of pupils were assured. For example, resources in the early years were poorly maintained and unhygienic. Toilet floors were continuously wet and some low-level windows did not have safety glass.
- The inspector visited all four of the school's premises. All issues identified at the previous inspection have been rectified and all the buildings seen were safe learning environments for pupils. For example, resources in the early years have all been replaced. Toilet floors now have safety mats to ensure that pupils cannot slip and all the windows seen had safety glass and were securely fastened.
- The school meets the independent school standards in part 5 that were checked during this inspection.

## Part 6. Provision of information

### *Paragraphs 32(1), 3(1)(c), 32(1)(d), (32)(3), 32(3)(b)*

- At the time of the previous inspection, information regarding the support for pupils who have special educational needs was not made available to parents. The safeguarding policy, which was not fit for purpose, was not readily available to be provided to parents on request. Similarly, leaders were unclear about how parents could obtain a copy of the report of an inspection carried out under sections 108 or 109 of the 2008 Education Act.
- This inspection confirmed that the school now has an annual 'policy pack' that is available to parents. This contains all the latest school policies, including those relating to pupils who have special educational needs and the safeguarding policy. There is a sign in reception and a letter that has been sent to all pupils' parents which clearly offer them the opportunity to collect these school policies. Leaders also confirmed that a letter is sent out to all parents following an inspection carried out under sections 108 or 109 of the 2008 Education Act, informing parents that printed copies are available to collect from the school's office.
- The school meets all of the independent school standards in part 6 that were checked during this inspection.

## Part 8. Quality of leadership in and management of schools

### *Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The proprietor and leaders have worked hard to remedy the failures identified at the November 2014 and September 2015 inspections. This has included effectively prioritising health and safety concerns. Strong leaders have been recently appointed to lead the early years foundation stage and secular studies. Their work in overhauling the school's early years provision, secular studies curriculum and assessment system is positive, but the changes are recent and are not yet embedded enough to judge all of the related independent school standards to be met.
- As a result, the school continues to not meet the standards in part 8.

### Statutory requirements of the Early Years Foundation Stage

- At the time of the previous inspection, inspectors reported that the statutory framework for the early years foundation stage was not implemented.
- This inspection found that very significant progress had been made to improve the quality of provision for children in the early years, as identified in part 1.
- However, while there are now appropriately qualified early years managers, at least half of the staff are not appropriately qualified. The following statutory requirement is therefore not met:

3.23 In group settings, the manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification. The manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience. The provider must ensure that there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.

## Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school does not meet the following independent school standards

*Standards that were not met at the previous inspection and remain un-met at this inspection*

- 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 subparagraph (2), is drawn up and implemented effectively (paragraphs 2(1), 2(1)(a)).
- The proprietor must ensure that the curriculum is appropriate to the ages and aptitudes of all pupils, including those with a statement of special educational needs (paragraphs 2(1)(b), 2(1)(b)(i)).
- 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(1), 2(2)(a)).
- The proprietor must ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education which enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential (paragraphs 2(1), 2(2)(e), 2(2)(e)(ii), 2(2)(e)(iii)).
- The proprietor must ensure that the curriculum provides adequate preparation for responsibilities and experiences of adult life (paragraphs 2(1), 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 teaching involves well-planned lessons and effective teaching methods, activities and management of classroom time (paragraphs 3, 3(c)).
- The proprietor must ensure that teachers show 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 (paragraphs 3, 3(d)).
- 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 (paragraphs 3, 3(g)).
- 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 (paragraphs 5, 5(b), 5(b)(vi)).
- 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)).

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

- The proprietor must ensure that personal, social, health and economic education encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(1), 2(2)(d), 2(2)(d)(ii)).

**The school now meets the following independent school standards**

- 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 (paragraphs 2(1), 2(2)(c)).
- The proprietor must ensure that the curriculum provides personal, social and health education which reflects the school's aims and ethos (paragraphs 2(1), 2(2)(d)(i)).
- 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 (paragraphs 2(1), 2(2)(f)).
- The proprietor must ensure that the curriculum provides the opportunity for all pupils to learn and make progress (paragraphs 2(1), 2(2)(h)).
- The proprietor must ensure that classroom resources are of an adequate quality, quantity and range and that they are used effectively (paragraphs 3, 3(f)).
- The proprietor must ensure that there is a framework for pupils' performance to be evaluated, by reference either to 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 (paragraphs 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 services in England (paragraphs 5, 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 (paragraphs 5, 5(b)(v)).
- 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 the 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 a 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 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 prohibition and disqualification checks are carried out (paragraphs 18(2), 18(2)(b)).
- The proprietor must ensure that checks are carried out and recorded in respect of staff members' medical fitness (paragraphs 18(2), 18(2)(c)(ii)).
- The proprietor must ensure that supply staff are suitable to carry out work in school (paragraphs 19(2), 19(2)(b) to 19(2)(d)(ii) inclusive).
- The proprietor must ensure that the school's single central register provides information about the further checks referred to in paragraphs 3 to 7 for staff members appointed both before and after August 2007 (paragraphs 21(3) 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's safeguarding policy is either published on the school's website or, where no such website exists, provide a copy to parents of pupils, and of prospective pupils, on request (paragraphs 32(1), 32(1)(c)).
- The proprietor must ensure 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 (paragraphs 32(1), 32(1)(d)).
- 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 who speak English as an additional language (paragraphs 32(3), 32(3)(b)).



## School details

Unique reference number	100289
DfE registration number	204/6233
Inspection number	10025706

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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 Orthodox
School status	Independent school
Age range of pupils	2 to 12 years
Gender of pupils	Boys
Number of pupils on the school roll	883
Number of part-time pupils	115
Proprietor	Talmud Torah Education Limited
Chair	Shalom Cik
Headteacher	Rabbi Padwa
Annual fees (day pupils)	No fees charged for school-aged pupils; £10,000 for early years children
Telephone number	020 8806 3834
Email address	head@satmar.co.uk
Date of previous standard inspection	5–7 November 2014

### Information about this school

- Talmud Torah Yetev Lev is an independent Jewish Orthodox day school for boys aged from two to 12 years of age.
- The school is based on four sites, all within walking distance of each other, near Stamford Hill in the London Borough of Hackney.
- There are currently 883 pupils on roll. Ten pupils have a statement of special educational needs or an education, health and care plan. There are 151 children who attend the early years provision, with 115 on a part-time basis.
- The school opened in 1965. It received its last full inspection in November 2014, when the overall effectiveness of the school was judged to be inadequate. The school's action plan to meet the failed standards was rejected by the Department for Education in May 2015.
- This is the second progress-monitoring inspection since the last inspection judged

many of the independent school standards to still be unmet in September 2015.

- The school does not have a website. All policies and the latest inspection reports are made available to parents in hard copy on request.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This is the school's second progress-monitoring inspection. The inspector was asked to focus on particular requirements contained within parts 1, 2, 3, 4, 5, 6 and 8 of the independent school standards.
- The inspection was carried out without notice.
- The school's first progress monitoring inspection in September 2015 identified a number of standards that continued to be judged as unmet in almost all parts of the independent school standards.
- The inspector toured the premises and visited all classes at all four of the school's sites.
- The inspector jointly observed a range of teaching with the head of secular studies. He also observed pupils playing during their breaktime.
- The inspector held discussions with the headteachers, the proprietor and senior leaders, including the early years leader, and the school's curriculum consultant. He also met with those responsible for admissions and recruitment.
- The inspector scrutinised a wide range of documentation related to the independent school standards, including key policies, curriculum information, the single central register of vetting checks and information related to fire safety, premises and health and safety.
- There were no responses to the Ofsted online survey (Parent View) at the time of the inspection.

## Inspection team

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James Waite, lead inspector

Ofsted Inspector

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