

Talmud Torah Chaim Meirim Wiznitz School

26 Lampard Grove, London N16 6XB

Inspection Dates

20 April – 8 May 2017

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

- The 2014 inspection report found that this standard was not met. At the time of the inspection, a suitable curriculum policy and schemes of work were not in place to ensure that pupils were offered the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical and drama, music and art.

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii)

- Leaders have now addressed almost all of the shortcomings identified at the previous inspection. Leaders have taken action to offer a broader and more balanced curriculum that reflects the ages, ability and needs of all pupils, including pupils who have an education, health and care plan.
- The curriculum covers fundamental British values, and provides opportunities for pupils to explore different faiths and concepts of tolerance, respect and liberty. The school is currently working in partnership with other orthodox Jewish schools and the Department for Education. This includes using appropriate published schemes that will build on the skills and knowledge taught in the 'Kodesh' (non-secular) curriculum. The school has appointed a compliance officer with responsibility for ensuring that there are no slippages in the school's work to meet the independent school standards. This oversight of the curriculum means that the compliance officer is ensuring that written curriculum plans are refined and that the school is aware of, and can make use of, effective practice in other schools.
- The school has put into place organised visits to places of interests to broaden pupils' experiences and understanding of life in modern Britain.

Paragraph 2(2)(a), 2(2)(b), 2(2)(c)

- The school continues to divide the curriculum time between religious studies and secular subjects. During discussions, pupils spoke positively about their favourite subjects, in particular mathematics and history.
- Other subjects taught include science, geography, physical education, personal, social, and health education, citizenship, art, music and drama. Information and communication technology (ICT) is incorporated into the science schemes of work. This means that there is insufficient coverage of ICT as a discrete subject, with pupils having limited

opportunities to gain practical experience of using ICT systems. As a result, this requirement of the standard is not met.

- Pictorial evidence confirms that the school has made a start to teaching drama. Music is taught mainly through singing and percussion instruments linked to Kodesh studies while an early start has been made to teaching art.
- Leaders have ensured that more time is now spent on teaching and developing the basic core skills in English and mathematics. Leaders recognise that there is still more to do to develop opportunities for pupils to undertake extended writing tasks and ensure that there is sufficient challenge for the most able in all subjects.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)

- Coverage of a range of topics in personal, social and health education ensures that there is regard for pupils understanding and respecting many of the protected characteristics set out in the 2010 Equality Act. For example, in religious education, major faiths covered include Christianity, Islam, Hinduism, Buddhism and Sikhism. As reported in the previous inspection in July 2016, leaders now cover prejudice-based topics in assemblies. Discussions with pupils indicate that they are aware of potential bias around race, gender and disability. However, as a strictly orthodox Jewish school, attention is not fully drawn to all the protected characteristics set out in the 2010 Equality Act, including sexual orientation. This means that pupils are not aware of this topic. Consequently, the school does not meet the standard on the quality of education provided.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(2)(iii)

- Careers education is taught. Planned practical activities on careers education include talks from parents and visitors. Plans are in place for pupils to access simulated work experience at a local centre. This is intended to develop pupils' understanding of the range of career opportunities available when they begin to plan their next steps after school. Discussions with pupils confirm that they are ambitious about entering different types of occupations, and have experience of observing professionals working in a particular line of work.

Paragraph 2(2)(g), 2(2)(h), 2(2)(i)

- Leaders ensure that pupils have opportunities to take part in different activities, which include visits to places of interest. The school does not provide after-school clubs but provides planned trips to regional and national landmarks. These planned visits have increased pupils' awareness and understanding of life in modern Britain. For example, pupils have visited London Bridge and one of the largest shopping centres in Europe. This was a first for almost all pupils.
- The much-improved schemes of work ensure that pupils have opportunities to develop their learning and make progress in understanding what life is typically like in modern Britain.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- The previous inspection noted that the school did not have a range of suitable resources to support and develop pupils' learning. In addition, pupils had limited access to lessons in written and spoken English as most of the curriculum time was spent on Jewish studies (Kodesh). As a result, pupils were unable to learn and make progress in secular subjects. Pupils were not well prepared for the next stage of their education.

Furthermore, systems for assessing and reporting on pupils' rates of progress were not in place.

- Leaders have invested in a range of resources, including textbooks and display materials. Teachers also work alongside a consultant from a neighbouring school to ensure that an appropriate coverage of subjects is taught. Schemes of work have been drawn up for each subject and key stage to reflect coverage of subjects and topics.
- The series of commercially produced books covering the national curriculum have been adapted to reflect the age range and ability groups across the school. Booklets are linked to each year group and cover units of work, and make good use of an integrated and topic-based approach. Each unit ends with an assessment. However, leaders acknowledge that less time is allocated to teaching secular subjects.
- The school has a suitable assessment system in place to track pupils' progress and identify underachievement. Assessment is regular and there is structured support for pupils requiring additional help. Pupils are positive about the support they receive.
- As at the previous inspection, the behaviour policy and actions to promote good behaviour remain in place. Exclusions are rare. Leaders' high expectations of behaviour lead to pupils describing their behaviour towards each other as 'good and respectful'. They say they can turn to the headteacher and other staff if they have worries.
- The curriculum fully promotes British values and ensures that pupils respect other faiths and cultural values. Leaders have ensured that there is due regard to covering Part 6 of the Equality Act 2010.

Paragraph 4

- Leaders ensure that parents and carers have termly reports on their children's achievement in relation to their progress in subjects taught and personal development.
- The school does not meet the following standards in this part: 2(1), 2(2)(a), 2(2)(d)(ii).

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

Paragraphs 5, 5(a) 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The 2014 inspection report found that this standard was not met. Pupils had very limited understanding of other cultures and faiths and only a sketchy understanding of public institutions and services in England.
- Since then, the school has developed its personal, social and health education (PSHE) programme. The PSHE curriculum is taught through the Kodesh curriculum and covers a wide range of topics linked explicitly to pupils' spiritual, moral, social and cultural development. For example, the programme teaches pupils about feelings, making choices, the difference between right and wrong and following rules. It also covers responsibilities, behaviour and the impact on others, bullying, social and moral dilemmas and political awareness.
- The PSHE curriculum makes explicit reference to diversity and lists race, culture, religion, disability, gender and age as characteristics which are to be taught. Pupils are given opportunities to develop their understanding of citizenship and British values, including

the rule of law, enabling them to gain a sound understanding of modern Britain. In discussions, older pupils demonstrated a secure understanding of the democratic nature of Britain and an awareness and respect for different faiths. For example, they were able to talk knowledgeably about the customs of different religions.

- Respect is fundamental to the Kodesh curriculum. Pupils are clear about the importance of treating everyone with respect, regardless of their background, culture, age, religion or disability. For example, during a PSHE lesson, the teacher emphasised the importance of respect and about thinking about the outcome of behaviour. Having a good heart was a central theme. Pupils were very attentive throughout the session and displayed positive attitudes. The strong ethical stance of the PSHE curriculum has a clear impact on pupils' spiritual, moral and cultural development.
- The school's careers education, information, advice and guidance policy sets out clear principles and explains how it is to be implemented. There is a structured programme of work, covering a wide variety of topics. It includes work of 'valuing equality, diversity and inclusion'. In key stage 3, pupils explore how to 'stand up to stereotyping and discrimination' and tasks include pupils developing their understanding of terms such as race, disability, family structures, respect, tolerance and racial discrimination.
- Leaders use assemblies to give pupils an awareness of different faiths, including Christianity, Sikhism, Islam, Buddhism and Hinduism. Pupils could identify these religions and describe some of the customs central to these faiths. For example, one boy explained how Muslims pray five times a day.
- The school's PSHE curriculum makes some reference to simple political views. While there is no specific reference to ensuring that such views are non-partisan, pupils have a sound understanding of the different political parties. They know, for example, that Parliament makes the laws of the country and that various political parties represent different views.
- The school's culture is clearly focused on teaching pupils to respect everybody, regardless of difference. As a result, pupils are respectful of others. However, the cultural and religious expectations of the school's community mean that explicit teaching of all the protected characteristics, specifically those related to sexual orientation, does not happen. Leaders recognise the requirement to consider the protected characteristics as set out in the Equality Act 2010. Furthermore, leaders acknowledge that because they neither teach pupils about all the protected characteristics, nor intend to, the standard is unmet. As a result, the school does not meet all of the independent school standards in part 2.
- The school does not meet the following standards in this part: 5, 5(b)(vi).

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The previous monitoring inspection in July 2016 found that the school met all requirements for this standard. This inspection found that the school continues to meet all the requirements for this standard. The safeguarding practices found at the previous monitoring inspection have been sustained in relation to implementing health and safety procedures and providing suitable training and development for staff.
- The safeguarding policy is up to date and staff are appropriately trained in relation to local and national priorities. There is due regard given to professional development on

safeguarding the well-being of pupils, in line with statutory guidance. For example, leaders ensure that staff have undertaken training in relation to the 'Prevent' duty and safer recruitment. The first aid policy is fully implemented and the school has adequate and qualified staff, including fire marshals and first aiders. Suitable guidance is in place for the administration of medicine.

- Leaders ensure that the school carries out risk assessments routinely and thoroughly. There is attention to using signage and maintaining compliance records on the Regulatory Reform (Fire Safety) Order 2005, and the admission registers. Records show that recommendations linked to compliance records are dealt with speedily. For example, the call point glass on the alarm was fixed during the inspection.
- The previous monitoring inspection report noted that the school has clear behaviour and anti-bullying policies together with systems for recording and monitoring incidents. The implementation of these policies has been well maintained, as has the health and safety policy.
- Pupils are well supervised throughout the day. Staff are highly visible and visitors are checked appropriately on arrival.
- The independent school standards in this part that were checked during the inspection are met.

Part 6. Provision of information

Paragraph 32(1)(c)

- The school does not maintain a website. As at the previous monitoring inspection in July 2016, leaders ensure that the safeguarding and child protection policy, and all other policies on pupils' health and safety, are available to parents on request.
- The independent school standards in this part that were checked during the inspection are met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Leaders have not made sure that the independent school standards are met consistently. The requirement relating to pupils having access to a technological education is not met. This is primarily because pupils do not have direct access to technological resources to develop their skills in information and communication technology.
- Leaders have not ensured that pupils know and understand all of the protected characteristics set out in the 2010 Equality Act. As a result, the standards in relation to the quality of education provided and the spiritual, moral, social and cultural development of pupils are not met.
- The school does not meet the following standards in this part: 34(1), 34(1)(a), 34(1)(b) and 34(1)(c).

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

- Ensure that the curriculum gives pupils of compulsory experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
- Ensure that the curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2)(d)(ii) and paragraph 5(b)(vi)).
- 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 school standards are met consistently; and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

The school now meets the following independent school standards

- Part 1: paragraph 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4.
- Part 2: Paragraphs 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii).
- Part 3: paragraph 7, 7(a), 7(b).
- Part 6: paragraph 32(1)(c).

School details

Unique reference number	100296
DfE registration number	204/6377
Inspection number	10026555

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	Orthodox Jewish school for boys
School status	Independent day school
Age range of pupils	5 to 13
Gender of pupils	Boys
Number of pupils on the school roll	263
Proprietor	Chaim Meirim Association Community Nursery
Chair	E Gottesfield
Headteacher	Rabbi S Hoffman
Telephone number	020 8806 0898
Email address	s.hoffman@gmail.com
Date of previous standard inspection	10–12 June 2014

Information about this school

- Talmud Torah Chaim Meirim Wiznitz School (CMA) is situated in the Stoke Newington area of north London.
- The CMA Trust established the school in 1979; it serves a strictly orthodox Jewish community.
- The school caters for boys and currently has 263 pupils on roll. All the pupils are aged between 5 and 13 years of age. The proprietor operates a nursery on the same site for children from the age of two years. This is registered separately.
- The school charges no fees and relies on voluntary contributions.
- The proportion of pupils who have special educational needs and/or disabilities is low. Currently, there is one pupil with a statement of special educational needs and receives support from a specialist centre, Binoh.
- The majority of pupils speak English as an additional language.

- The school's last full inspection took place in June 2014, where a large number of the independent school standards were not met.
- Since the previous standard inspection in June 2014, the proprietor appointed a compliance officer with responsibility for ensuring that the school meets the requirements of the independent school standards.

Information about this inspection

- This inspection was conducted 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 which it was judged to not comply with at its previous inspection.
- The inspectors held meetings with the headteacher, the head of Kodesh, the compliance officer and a group of pupils. The inspectors scrutinised a range of documentation relating to Parts 1, 2, 3 (paragraphs 7, 7(a)), Part 6 (paragraph 32(c)) and Part 8 of the independent school standards. The inspection was carried out without notice.
- Following the standard inspection in June 2014, the Department for Education issued a determination to remove the school from the register on 31 October 2014 because too many standards were not met. The proprietor launched an appeal during the time of the monitoring inspection, which took place in March 2015. This inspection considered the following unmet inspection standards: Part 1, 3, 4, 5, 6 and 8. The inspection found that a significant number of the independent school standards remained unmet. A second monitoring inspection was carried out in December 2015 and found that a few requirements were not met.
- The school submitted an action plan to the Department for Education in March 2016 but it required improvement. As a result, a third monitoring inspection was carried out in July 2016 without notice.
- Following a complaint, the Department for Education commissioned a no notice inspection in June 2016 to check how the school had responded to a complaint about pupils' welfare and safety. This inspection focused on the school's compliance with Part 3: paragraphs 7, 7(a), 14, 16, 16(a) and 16(b) of the regulations; Part 4: paragraphs 18 and 21 of the regulations; and Part 8 of the regulations. The Department for Education was advised that the leaders and managers had made changes but not all standards checked were met.
- The third monitoring inspection in July 2016 focused on the school's progress in meeting the standards relating to Parts 3, 5, 6 and 8 of the independent school standards. This monitoring inspection found that all standards checked were met.

Inspection team

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Her Majesty's Inspector

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Her Majesty's Inspector

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