

Talmud Torah Yetev Lev

111–115 Cazenove Road, London N16 6AX

Inspection dates

12–14 September 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate. Leaders and governors have not ensured that all the independent school standards are met.
- The curriculum is inadequate because pupils rarely experience learning in some subjects such as arts, creative subjects and practical science. Teachers do not follow schemes of work.
- Leaders have not ensured that pupils are well prepared for life in modern Britain. Pupils know little about other cultures. Leaders do not encourage respect for all groups with protected characteristics.
- Teaching, learning and assessment are inadequate. The school does not measure pupils' starting points in the secular subjects. As a result, teachers cannot plan learning activities effectively to ensure that pupils make progress.
- Leaders have not ensured that pupils who have medical needs in school have appropriate care plans. Leaders are unclear about their responsibilities in this respect.
- Pupils' behaviour requires improvement because they are sometimes distracted in class. This is because the work they are set is too easy so they become bored and lose focus.
- Pupils' outcomes are inadequate because teaching does not enable them to make the progress of which they are capable. Insufficient attention to pupils' lack of English language skills is a significant barrier to their learning.
- The early years provision is inadequate. This is because the statutory requirements for the early years foundation stage are not all met.

The school has the following strengths

- Relationships between staff and pupils are strong. This contributes to the happy, secure atmosphere in the school.
- Pupils are polite and courteous, and they conduct themselves well around the school. Pupils' attendance is good. They enjoy coming to school.
- Parents are very supportive of the school. Communication between school and home is highly effective.
- Pupils make good progress in Jewish religious studies.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - developing processes for the monitoring and performance management of teaching to raise the overall quality of teaching practice and establish greater consistency
 - developing and using assessment in secular curriculum subjects with the same rigour and attention to detail as found in the Jewish religious studies curriculum
 - taking responsibility for supporting pupils who have specific medical needs while in the school's care
 - actively promoting respect for all groups of people with protected characteristics.
- Improve teaching, learning and assessment by ensuring that teachers:
 - follow the schemes of learning for the curriculum subjects
 - know pupils' starting points and use this information to set work which challenges them to learn and make progress
 - use resources which meet pupils' needs and enable them to make good progress
 - question pupils so that they can check their understanding and deepen their learning.
- Improve pupils' personal development, welfare and behaviour by ensuring that pupils learn about other cultures and different lifestyles so that they are prepared for life in modern Britain.
- Improve outcomes for pupils by ensuring that pupils:
 - develop their understanding and skills and make progress across the full range of subjects
 - develop their skills in spoken English, reading and writing
 - have opportunities to develop their own writing in English and across subjects.
- Improve the early years provision by ensuring that:
 - staff hold appropriate qualifications
 - the early years foundation stage profile is completed for all children
 - all the requirements of the early years are met
 - the quality of learning for children is consistently good across all classes.

The school must meet the following independent school standards

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraphs 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- The proprietor must ensure that the written policy, plans and schemes of work provide pupils with a curriculum that includes linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraphs 2(1), 2(2) and 2(2)(a)).
- The proprietor must provide personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 2(2), 2(2)(d) and 2(2)(d)(ii)).
- The proprietor must provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2) and 2(2)(i)).
- The proprietor must ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3 and 3(a)).
- The proprietor must ensure that the teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3 and 3(b)).
- The proprietor must ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3 and 3(c)).
- The proprietor must ensure that the teaching at the school shows 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 and 3(d)).
- The proprietor must ensure that the teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraphs 3 and 3(e)).
- The proprietor must ensure that the teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3 and 3(f)).
- The proprietor must ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (paragraphs 3 and 3(g)).
- The proprietor must ensure that the standard relating to the spiritual, moral, social and cultural development of pupils at the school is met and 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 and 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)(v) and 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, fulfil their responsibilities effectively and actively promote the well-being of pupils, so that the

independent school standards are met consistently (paragraphs 34(1), 34(1)(a) and 34(1)(b)).

The school must meet the following statutory requirements of the early years foundation stage

- In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the early years foundation stage 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 (statutory requirement 2.6).
- 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 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 (statutory requirement 3.23).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- School leaders have not ensured that all the independent school standards are met.
- The inspection included a material change inspection to increase the number of pupils on roll to 900 pupils. The roll is currently over this number. The building and premises are suitable for the current number of pupils. This school is likely to meet the relevant independent school standards if the material change is implemented.
- The curriculum does not meet requirements because pupils are not taught the arts and creative subjects or practical science. Although the amount of time for the secular subjects has increased since the previous inspection, it is still insufficient to teach the range of subjects and ensure pupils' progress. Leaders have integrated some aspects of history, geography and the creative subjects into Jewish religious studies. However, this does not provide sufficient breadth and depth of learning in these subjects.
- Leaders have not ensured that teaching, learning and assessment take account of pupils' starting points and learning needs. There are detailed schemes of work, suitable for the age of pupils, but teachers do not follow them.
- Leaders have not ensured that all the independent school standards relating to pupils' spiritual, moral, social and cultural development are met. As a result, pupils lack an appreciation of other cultures. Leaders did not allow inspectors to discuss with pupils their attitudes towards those groups of potentially vulnerable people that are protected by law.
- Leaders have not acted with sufficient urgency to raise the quality of teaching and learning. Improvements since the previous inspection have been too slow. For example, new schemes of work were only introduced three months ago. Recently appointed leaders are now demonstrating the vision and ambition to raise the quality of teaching. They monitor the performance of teachers, observe classes and provide feedback to teachers, with some improvement evident in key stage 2. The school has not met the unmet standards identified at the previous progress monitoring inspection.
- Leaders have not ensured that the care plans for pupils who have medical needs are effective and that staff are appropriately trained. Leaders have not ensured that pupils' medicines are routinely kept on site as required. While not limiting the school's effective safeguarding arrangements, this does reflect a lack of rigorous leadership oversight.
- The assessment and tracking of pupils' progress in Jewish religious studies are detailed and thorough. Parents receive weekly updates and pupils who fall behind have additional support. Inspectors saw the proposed assessment system for the secular subjects. However, this development has taken too long to implement. Leaders have not moved fast enough to address this weakness.
- The premises are well maintained. Health and safety and risk assessment procedures are well established and checks are completed and recorded meticulously.
- Parents are hugely supportive of the school and greatly value the work of the headteacher and his staff, as shown by the large number of letters that inspectors received. These were unanimously positive about the education provided by the school. Parents are clear that their children are happy and safe. Many wrote about how keen and

eager their child is to go to school each day and how much they enjoy learning. There is excellent communication between school and home and parents are very appreciative. They say that they are well informed and that school leaders respond promptly if they have any concerns.

Governance

- Governors have not moved swiftly enough since the previous inspection to ensure that the school meets all the independent school standards for the quality of education and the provision for pupils' spiritual, moral, social and cultural development.
- Governors, the headteacher and school leaders are ambitious for the school and set out a clear vision of care and support for all pupils. As a result, the school has a strong caring ethos which parents greatly appreciate and value. Governors know the school well and visit regularly.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has an up-to-date safeguarding policy, which meets requirements and is available for parents. The school does not have a website. There is an established culture of safeguarding across the school, the site is secure and pupils are well supervised. Staff are trained and understand their responsibilities. They link with the local authority when required to do so.
- The school's recruitment procedures and the record keeping of staff applications and interviews are effective. Leaders apply their safer recruitment training diligently and the record of checks on staff is rigorously maintained. Candidates' interview questions include a variety of safeguarding questions and records are kept to identify training needs.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching, learning and assessment is inadequate because school leaders have not ensured that the independent school standards relating to the quality of education are met.
- The quality of teaching that pupils receive is inconsistent between key stages and subjects. There are weaknesses in the support provided for pupils at different stages of learning English. Overall, pupils' progress is limited. There is little evidence in pupils' books of deepening learning and consolidating knowledge over time.
- In the secular curriculum subjects, teachers do not identify pupils' starting points and so cannot plan learning that builds on their prior knowledge and skills. Teachers insufficiently take account of pupils' early stage of English language development. Often pupils find it difficult to understand the activities they are set, which limits their learning. At times, the most able pupils do work that is too easy and does not challenge them.
- English and mathematics are taught regularly but teachers do not consistently follow the schemes of work. In mathematics, some classes are repeatedly given the same work. Often the work set is well below the age-related expectations. For example, in Year 1,

pupils simply traced round the outline of number shapes.

- Teachers do not make effective use of schemes of work in other subjects. For example, in geography, the teaching of the topic of hurricanes failed to develop understanding of key ideas and subject-specific vocabulary. Much work is repeated unnecessarily.
- Teaching resources for pupils are sometimes of poor quality and not used effectively. In particular, some written resources are too difficult for pupils who are learning English as an additional language.
- Teachers do not routinely check pupils' understanding or use questions to challenge pupils to think more deeply about what they are learning. Some more effective questioning was observed.
- There are strong positive relationships between staff and pupils and between pupils in classes. This creates a positive learning environment and adults provide support for individuals. Pupils are confident to ask for help.
- The school regularly celebrates pupils' learning and progress at the end of topics and in a graduation ceremony for leavers. Inspectors visited a rehearsal for a celebration event and were impressed with the pupils' enthusiasm and pride in their work. This has a positive impact on pupils' personal development.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because pupils' spiritual, moral, social and cultural development is not promoted effectively. Pupils do not know about different cultures and lifestyles so they are not prepared for life in modern Britain.
- Pupils know about the public institutions of Britain and they can name the prime minister and other political figures. In addition, they voted in a mock referendum on leaving the European Union. However, they have only a limited understanding of British values.
- There are positive relationships between staff and pupils. This creates a warm, happy atmosphere in the school, which has a positive impact on pupils' personal development.
- Pupils feel safe and well looked after. Bullying incidents are rare and pupils and parents say that they are always dealt with, and pupils are confident that adults will always help them.

Behaviour

- The behaviour of pupils requires improvement. Their behaviour in classes is variable. On occasion, they get distracted and find it hard to concentrate and there is some off-task behaviour. This happens when set work is not matched to pupils' starting points and learning needs.
- Pupils' general conduct is good. They have good manners and are polite and respectful. They follow the school's expectations and adults' instructions and behave well around the school.

- Pupils' attendance is good and is well above national figures. Pupils are keen to attend regularly and enjoy coming to school. Admissions and attendance registers are well maintained and meet requirements. Leaders monitor attendance effectively.

Outcomes for pupils

Inadequate

- Pupils do not make sufficient progress across a range of subjects in the secular curriculum. This is because schemes of work that should underpin pupils' progress are not followed. Some subjects have limited time or are taught rarely. Other subjects, such as English and mathematics, are taught regularly but teachers do not always follow the schemes of work.
- Pupils have only basic skills in English and mathematics. The lack of attention to developing pupils' spoken English is a barrier to learning and progress for many pupils. Pupils' written work shows that they practise handwriting, copy texts and complete comprehension exercises. However, their progress in writing is limited by the lack of opportunities to write for themselves.
- Pupils' progress in reading is also limited. They do not have reading books that are well matched to their reading ability to enable them to make progress.
- In mathematics, pupils' progress is limited because teachers do not follow the scheme of work. For example, mathematics in Year 5 included different topics in arithmetic and shape and space, but pupils have only studied long division and multiplication since February. In Year 1, pupils traced the outline of a number.
- Similarly, across the curriculum, pupils' progress is limited because their starting points are not defined and work is not well matched to their prior attainment.
- The progress of pupils who have special educational needs (SEN) and/or disabilities varies with the quality of support they receive. Some pupils benefit from effective support from teaching assistants, but this not consistent across all classes.
- The school provides additional support from an occupational therapist and a speech and language therapist. Pupils' needs are carefully assessed and specific programmes of exercises and support are provided and delivered. These programmes are successful in addressing pupils' very specific learning needs and they make good progress against their personal targets. Teaching assistants have been trained by professionals to support these pupils in class and this is having a positive impact on their development.
- Pupils make strong progress in Jewish studies. This is because there is enough curriculum time for pupils to develop their knowledge and understanding and teachers have good subject knowledge. Pupils' progress is assessed weekly and shared with parents. Leaders provide additional support for pupils if they fall behind.

Early years provision

Inadequate

- The provision for early years is inadequate because the statutory requirements for the early years foundation stage are not all met. Children do not learn and make as much

progress as they should.

- Staff, with the exception of the early years leader and his deputy, are not suitably qualified and trained. This contributes to the wide variation in the quality of provision for children across classes.
- Staff do not use assessment information about children's starting points to plan and adapt activities so that they make progress in all areas of learning. Consequently, children are working below age-related expectations.
- At present, there are two different assessment systems to assess children's learning and progress. As a result, not all children have a completed early years foundation stage profile.
- The school gives insufficient priority to the development of children's knowledge and skills in the English language, which are below those typically found when they begin school.
- The approach taken by the school to the teaching of phonics is inconsistent. The approach taken in some classes, a sound each week, is insufficient for children to make good progress.
- The early years leader has a realistic view of the strengths and weaknesses of the setting. He has identified key priorities, taken advice from the local authority and visited other settings. This has enabled him to reflect on how to shape the provision. Communication with parents is effective.
- Leaders have ensured that all the health and safety requirements are met. All staff are trained in paediatric first aid. Daily risk assessments are made and children are well supervised.
- There are strong relationships between staff and children. Staff care about the children and make sure that they are settled and happy. Staff encourage children to be independent and develop healthy lifestyles. Children learn to wash their hands, make healthy food choices and how to clean their teeth, for example.
- Children have good relationships with each other. They share resources and communicate and play well together.

School details

Unique reference number	100289
DfE registration number	204/6233
Inspection number	10038148

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	Other independent school
School category	Independent school
Age range of pupils	2 to 12
Gender of pupils	Boys
Number of pupils on the school roll	944
Number of part-time pupils	180
Proprietor	Talmud Torah Education
Chair	Shalom Cik
Headteacher	Eliezer Padwa
Annual fees (day pupils)	No fees for school-age pupils £10,000 for early years children
Telephone number	0208 806 3834
Website	The school does not have a website
Email address	mail@satmar.co.uk
Date of previous inspection	5–7 November 2014

Information about this school

- Talmud Torah Yetev Lev School is an independent Jewish Orthodox day school for boys in the London Borough of Hackney.
- The school occupies four sites, which are close to each other on Cazenove Road and Charmwood Road. The main school building is purpose built. The other buildings are former residential houses which have been converted for educational use.
- The school is registered for pupils between the ages of two and 12.
- The school's previous standard inspection took place in November 2014, when the school

was judged to be inadequate. The school has received two monitoring inspections to check on its progress towards meeting all the independent school standards.

- The school does not use any off-site educational provision for pupils.
- The school has 64 pupils who have SEN and/or disabilities. There are 12 pupils with an education, health and care plan.
- Pupils study Jewish religious studies (Kodesh) in the morning. This is taught in Yiddish. The secular curriculum (Chol) is taught in English for an hour and a half in the afternoon.

Information about this inspection

- Inspectors visited classes across year groups, including early years. Inspectors observed pupils' learning in the Jewish and the secular curriculums; many of these visits were made jointly with senior leaders.
- Inspectors looked at pupils' work in books in a range of subjects.
- Four groups of pupils talked to inspectors about their school. Inspectors also talked informally with pupils at break- and lunchtime.
- Inspectors undertook a tour of the premises.
- Meetings were held with the headteacher and senior staff responsible for the secular curriculum in key stages 1 and 2 (which includes Year 7), early years, safeguarding and health and safety.
- Inspectors considered the 86 responses to the Ofsted online survey (Parent View) and 202 letters received from parents.
- Inspectors considered the five responses to the Ofsted staff survey.
- The inspector scrutinised documentation, including records of safeguarding, the curriculum and teaching, the maintenance of the premises and pupils' progress.

Inspection team

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