

# Beis Medrash Elyon

233 West Hendon Broadway, West Hendon, London NW9 7DH

**Inspection dates**

2 April 2019

**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, 2(1)(a), 2(2) and 2(2)(a)*

- At the previous inspection in June 2018, leaders had not ensured that pupils were provided with a wider range of weekly activities in physical education, art and design, technology and music.
- The action plan evaluation, of February 2019, judged that the standard was unlikely to be met if the school's proposed actions were implemented. The action plan states that a new curriculum policy has been written with supporting schemes of work for information, communication technology (ICT), art, music, physical education (PE) and technology.
- This inspection found that the curriculum policy lacks detail about art and music. The schemes of work for art and music are at an early stage of development. They do not highlight and sequence the skills, knowledge and understanding that pupils should acquire as they move across the year groups.
- The schemes of work for PE show how pupils across the year groups would acquire different skills through a range of sporting activities, including, for example, football, basketball and table tennis. Pupils confirm that they have PE regularly.
- ICT is taught throughout the school and the scheme of work is linked to formal examination. Pupils have folders with examples of their work showing that they acquire a range of skills in ICT.
- Pupils said that they play a range of musical instruments including, for example, drums, keyboards and guitar. They have a choir and sing to senior citizens at a nearby care home. Pupils take an active part in dancing during festivals and enjoy singing.
- Art is timetabled and pupils have artwork and artistic drawings displayed in the corridor. There is a new art club set up for pupils at lunchtimes.
- As a result, paragraph 2(2), 2(2)(a) is now met. However, paragraph 2(1), 2(1)(a) continues to be unmet.

#### *Paragraphs 2(2)(d), 2(2)(d)(ii), 2(2)(i), 5, 5(a), 5(b), 5(b)(v) and 5(b)(vi)*

- At the previous inspection these standards were not met because a programme of personal, social, health and economic (PSHE) education was not implemented fully to

encourage respect for the protected characteristics set out in the Equality Act 2010. In addition, the curriculum provided insufficient opportunities for pupils to learn about life in modern Britain.

- Leaders have made some progress in reviewing the PSHE education policy to address some of the weaknesses identified in the previous inspection. There is now a programme in place for pupils to learn about other cultures and religions. Pupils said that they learn about other faiths, including Hinduism, Christianity and Islam. They said that they learn to respect people with other faiths and those who have no faith.
- Although pupils learn about some of the people with protected characteristics set out in the 2010 Act, they do not learn about, and are not encouraged to respect, all those protected under this Act. At this and the previous inspection, leaders made it clear that the school's aims and ethos will not support the inclusion of issues such as sexual orientation. Consequently, issues in relation to sexual orientation are not addressed in the school's action plan. During this inspection, leaders insisted that no mention of these issues was to be made in discussions with pupils. This request was fully respected by the inspector. Leaders understood that by not addressing this aspect of the curriculum, as set out in the Equalities Act 2010, some of the independent school standards would not be met.
- Since the previous inspection, leaders have focused more sharply on promoting British values and preparing pupils for life in modern Britain. Teachers have a checklist to ensure the coverage of British values and some of the protected characteristics set out in the 2010 Act across different subjects. British values are also promoted through the Jewish religious studies programme; pupils learn about rights and responsibilities, respect, tolerance and the rule of law. Pupils have been involved in elections to vote for their classmates for various roles, with candidates giving speeches on why they think they should be chosen. Pupils said that this gave them an experience of 'free voting'. Pupils said that 'their debates can lead to heated arguments!' Pupils have opportunities to discuss current political affairs, including Brexit.
- Pupils have visited the British Museum and the Tower of London to learn about British history. Pupils also learn about democracy and the rule of law through visiting speakers, including a high court judge and local councillor. Pupils contribute to wider society through collecting for charity and visiting a local care home to talk to and sing to the residents. Pupils said that meeting and singing to the senior citizens 'lifted their spirits'.
- As a result, paragraphs 2(2), 2(2)(i), 5(a) and 5(b)(v) are now met. However, paragraphs 2(2), 2(2)(d), 2(2)(d)(ii) and 5(b)(vi) continue to be unmet.

*Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), and 2(2)(e)(iii)*

- At the previous inspection these standards were not met because the school was not providing pupils with sufficient impartial advice and guidance about future careers, in line with the school's policy.
- Pupils are now given information on a range of careers and the entry qualifications required. Pupils complete a questionnaire about their aspirations, which are discussed with them. The school has employed the services of an external company to give regular talks to pupils about different careers. Pupils are given opportunities to put forward their ideas about the speakers they would like to invite for their chosen careers. Pupils have had visits from people with backgrounds in the law, banking and science.

- Consequently, paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii) are now met.
- Leaders have not ensured that all the standards in parts 1 and 2 are met.

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

#### *Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)*

- At the previous inspection in June 2018, inspectors found that the school met these standards. The school's current safeguarding policy is up to date and meets the current government requirements. In the absence of a school's website, the safeguarding policy is made available to parents.
- Leaders ensure that all staff receive regular training on safeguarding and child protection procedures. The designated safeguarding leads also have appropriate up-to-date training on safeguarding. Governors keep themselves updated on safeguarding to keep pupils safe. Pupils said that they feel safe at school.
- There is a strong culture of safeguarding. Leaders work closely with parents and external agencies to keep pupils safe. There have been no safeguarding concerns since the last inspection.
- Leaders have ensured that these independent school standards remain met.

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

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

- Leaders and the proprietor have taken some decisive action since the previous inspection. At that time, they had not been effective in ensuring that all the independent school standards were met.
- Leaders have set up governor sub-committees consisting of external educationalists to monitor the work of the school and hold senior leaders to account for the work they do. Leaders are also using the services of an external 'educational adviser' to provide them with further support and challenge. In this way, the school has increased its capacity to improve further.
- Leaders and the proprietor now have a much better understanding of the independent school standards. They have taken action to address most of the weaknesses identified at the previous inspection.
- The proprietor is taking a keen interest in school improvement and visits the school regularly to meet senior leaders and check progress.
- Leaders, staff and governors work together well to ensure that pupils are well looked after and kept safe. Pupils' welfare and well-being are actively promoted.
- This inspection confirms that much has improved and some of the independent school standards that were previously unmet are now met.
- Paragraph 34(1)(c) is now met. However, paragraphs 34(1), 34(1)(a) and 34(1)(b) continue to be not met.
- Consequently, the independent school standard in this part is not met.

### Schedule 10 of the Equality Act 2010

- In the previous inspection the school had not written and implemented an appropriate

three-year accessibility plan to meet the requirements of Schedule 10 of the Equality Act 2010. This continues to be the case in this inspection.

## **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, as set out in the annex of this report. 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 now meets the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
  - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - 5(b) ensures that principles are actively promoted which:
    - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire and appreciation of respect for their own and other cultures.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - 34(1)(c) actively promote the well-being of pupils.

## School details

Unique reference number	140492
DfE registration number	302/6007
Inspection number	10099820

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 boys' school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	70
Number of part-time pupils	0
Proprietor	Anthony Adler
Chair	A Morrelle
Headteachers	Rabbi Y Lang Rabbi Z Lebovicz
Annual fees (day pupils)	£6,000
Telephone number	020 8203 8240
Website	N/A
Email address	<a href="mailto:headteacher@elyon.org.uk">headteacher@elyon.org.uk</a>
Date of previous standard inspection	12–14 June 2018

## Information about this school

- Beis Medrash Elyon of North West London School is registered to admit up to 100 boys between the ages of 11 and 15 years.
- All pupils are from strictly Orthodox Jewish backgrounds.
- There are no pupils with special educational needs and/or disabilities, or education, health and care (EHC) plan.
- The school does not use any alternative provision.

- The school is led by two headteachers, one responsible for the religious curriculum and the other for secular studies. A governing body oversees the school's strategic leadership.
- The school does not have a website, but all the required policies are available to parents 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.
- The school was inspected on 12–14 June 2018 and was judged as inadequate.
- The registration authority required the school to prepare an action plan as a result of non-compliance with the independent school standards as identified by the June 2018 inspection.
- The action plan prepared by the school was evaluated on 18 February 2019. The action plan was valued as unacceptable by Ofsted and rejected by the Department for Education (DfE) on 4 March 2019.
- This is the first progress monitoring inspection since the evaluation of the proposed action plan. The inspection was carried out without notice.
- The inspection focused on the school's progress against specific requirements within Parts 1, 2, and 8 of the independent school standards. The inspector also checked the school's compliance with Schedule 10 of the Equality Act 2010.
- During this inspection, the inspector held meetings with the headteachers, the proprietor and educational advisers. The inspector held a meeting with 12 pupils from key stages 3 and 4. The inspector attended the school's assembly at end of the day.
- The inspector scrutinised a variety of documents, including the school's curriculum policy and schemes of work, examples of pupils' work and minutes of governing body meeting. The school's safeguarding policy was checked, including information relating to the vetting of adults.
- There were no recent responses to Ofsted's online survey (Parent View) at the time of the inspection.

## Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector



## **Annex. Compliance with regulatory requirements**

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

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

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if—
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
  - 2(2)(d) personal, social, health and economic education which—
  - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
  - 5(b) ensures that principles are actively promoted which—
  - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

#### **Schedule 10 of the Equality Act 2010**

The school does not meet the requirements of Schedule 10 of the Equality Act 2010.

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