

# Yesodey Hatorah Girls School

153 Stamford Hill, London N16 5LG

## Inspection dates

2 April 2019

### Overall outcome

**The school is unlikely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

#### *All paragraphs*

- The proprietor and the proposed school's governing body are committed to opening Yesodey Hatorah Girls School in September 2019. They have ensured that suitable curriculum plans and schemes of work are in place for the early years and primary phases. The plans and the assessment system, which will monitor pupils' learning and progress, are appropriate.
- However, they have not ensured that suitable curriculum plans and schemes of work are in place for pupils in key stage 3 for all the required areas of learning. For example, no appropriate plans or schemes of work were available for science, history, art or physical education.
- The school's curriculum policy states that the proposed school curriculum will follow the national curriculum. However, leaders have decided not to provide pupils with all the aspects as specified in the national curriculum, particularly relating to the study of biology. Leaders' intention is to omit aspects, such as the study of evolution, which may limit pupils' effective preparation for life in modern British society. As no appropriate plans or scheme of work were available at the time of the inspection for the key stage 3 science curriculum, evidence was not available to check that the school has a suitable scientific curriculum in place.
- The proposed new school is not in operation, so no teaching was seen during this inspection visit. However, as appropriate plans are not yet in place for the curriculum in Year 7 and 8, it is likely that the standards relating to teaching at the school will not be met.
- There are suitable curriculum plans and schemes of work, as well as an appropriate assessment system for mathematics and literacy for Year 7 and 8. Consequently, it is likely that pupils across the school will acquire speaking, listening, literacy and numeracy skills.
- From early years through to key stage 2, planned opportunities for personal, social, health and economic (PSHE) education are identified in the proposed curriculum plan, as well as school trips and events, assemblies, planned 'circle time' and the school's

religious education (kodesh) curriculum. They include opportunities to learn about maintaining a healthy lifestyle, identifying and respecting the similarities and differences between people, listening to others and keeping safe.

- For Year 7 and 8, a separate, suitable PSHE education scheme of work is in place based around three strands of learning. These strands include promoting knowledge of British values and public institutions and different types of people.
- A suitable employability and careers guidance policy is in place for pupils in key stage 3 which identifies pupils' entitlement. It outlines the content and delivery of a programme through which pupils will be supported with accurate, up-to-date careers guidance which will enable them to make informed choices about a broad range of career options.
- School leaders have not ensured that all of the standards in this part are likely to be met, as listed in the annex to this report.

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

### *All paragraphs*

- Leaders have carefully considered and drawn on the PSHE expert guidance and documentation. There is thorough, suitable planning in place to provide for pupils' spiritual, moral, social and cultural (SMSC) development across all key stages, including key stage 3.
- Consequently, provision for pupils' SMSC development is explicit throughout the planned curriculum for the early years and primary classes, and in the school's discrete PSHE education planning seen for key stage 3.
- Following inspectors' review of a range of school documentation, including schemes of work and medium-term planning, and through discussions with those representing the school, the proposed school is likely to meet all of the requirements for this standard.
- Proposed school documentation makes references to the nine protected characteristics. Clear mention is made in the proposed school's anti-bullying policy of different groups, including lesbian, bi-sexual and transgender. Leaders interviewed demonstrated intent to actively promote fundamental British values and a respect for all people and cultures. They articulate the importance of a strong Jewish ethos and education which supports developing a respectful attitude towards all. Implementation of leaders' intent could not be seen as the school is not operating and no teaching staff have been appointed.
- Appropriate steps have been considered to ensure that partisan political views are not promoted in the school and that pupils are presented with a range of external speakers, both individuals and from other organisations.
- The proposed school's vetting policy includes clearly identified criteria to ensure that speakers support the promotion of fundamental British values and do not 'glorify criminal activity or violent extremism'. The policy states that suitable checks are to be undertaken on speakers and appropriate supervision to be in place.
- School leaders have ensured that the independent school standard in this part is likely to be met.

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

#### *All paragraphs*

- The governor with strategic oversight for safeguarding has a good understanding of the latest statutory requirements. She has attended recent accredited first-aid training, fire marshal training, safeguarding training, and safer recruitment training, including training on the 'Prevent' duty.
- The school's proposed system for recording concerns, referrals and any actions taken is fit for purpose. Proposed arrangements for staff induction and training are suitable. The school's safeguarding and child protection policy, along with the staff code of conduct document, are suitable, reflecting the latest statutory guidance.
- The proposed school will not have a website. However, the safeguarding policy and staff code of conduct are available in hard copy. Arrangements are in place for providing this information to parents on request.
- The attendance policy gives clear guidance on the reporting criteria for children missing in education. An electronic admissions register template is in place which identifies all the required information. The purchased attendance registers list all the correct codes to record pupils' attendance, and they provide guidance for staff regarding the correct recording of attendance and punctuality.
- The school is likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005 and other relevant health and safety laws. Documentation provided for the site demonstrates that leaders understand the importance of completing and logging the required checks on electrical and fire safety equipment. Recent water testing has taken place. Suitable risk assessments and action plans are in place for the ongoing maintenance of the site.
- Leaders have considered the overall levels of staffing, including the number of trained first-aiders on-site. A suitable written first-aid policy is in place, which includes proposed medical supplies, accessibility and maintenance of supplies, and arrangements for the recording of accidents.
- Leaders have produced appropriate policies for behaviour and anti-bullying. Clear references are made to the different types of bullying, including cyber-bullying, racist, sexual and homophobic bullying. Procedures are outlined for dealing with and recording incidents. The policies are clear on the school's expectations and the rights and responsibilities of all.
- School leaders have ensured that the independent school standards in this part are likely to be met.

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

#### *All paragraphs*

- There is an appropriate template in place for the single central record of suitability checks on staff, volunteers, agency staff and external contractors.
- All the required suitability checks have been identified and completed on the single central record for the proprietor and appointed members of the governing body.
- No other staff are currently in post, but the school has recruitment and vetting

procedures in place that are clearly outlined in their proposed safer recruitment policy. This covers all aspects from advertising posts, shortlisting criteria, statutory checks, the interview process and post-interview documentation, including fitness for the post applied.

- School leaders have ensured that the independent school standards in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

### *All paragraphs*

- The proposed school will use the current girls' premises of the Yesodey Hatorah School, run by the proprietor.
- The school's health and safety policy addresses all key areas required.
- All the requirements relating to lighting, acoustics and water temperature are likely to be met. Drinking water supplies on-site are labelled.
- There are separate toilet facilities for pupils and staff, and a suitable medical room.
- Suitable outdoor space is available for physical education and play for pupils across the school. A small, dedicated space for children in the early years, which benefits from fixed, large outdoor play equipment, is available.
- Plans show three classes for each of the proposed year groups. Classrooms in the building vary in size. Many can accommodate up to the proposed class size of 30 pupils, but in some classes accommodation for 30 would be cramped. Suitable additional classrooms are available on-site and proposed staffing levels have been considered by leaders to enable additional smaller classes where required.
- Currently, the proposed modular accommodation for key stage 3 pupils is unsuitable. However, clear plans are in place detailing modifications and renovations which are planned to commence in June. These modifications include additional toilets for pupils and separate additional toilets for staff. Confirmation of works was viewed on-site from the contractor, and a completion of works date given, with the facilities ready for opening in September. It is, therefore, likely that the Year 7 and 8 classrooms will meet requirements.
- There are no changing or shower facilities on-site for pupils in key stage 3. However, an arrangement has been confirmed with a local girls' school for the pupils in years 7 and 8 to use their sport and showering facilities.
- An arrangement is in place for the pupils in key stage 3 to use the science, computer, art and technology facilities at the adjacent boys' site of the Yesodey Hatorah School, which is run by the proprietor.
- School leaders have ensured that the independent school standards in this part are likely to be met.

## Part 6. Provision of information

### *All paragraphs*

- Leaders have not ensured that all the information required by the independent school standards is available for prospective parents. For example, some particulars to do with the curriculum policy for key stage 3 and supporting plans and schemes of work

are not yet written, and so are not available for prospective parents.

- The school has a welcome pack for prospective parents which gives some basic information, including the school's address and a statement that all policies are available in the school office on request. However, the full correspondence details for the proprietor and the chair of governors, and a written statement of the school's ethos and aims, are not available.
- The school's intended report templates for parents of pupils, including those in key stage 3, are likely to meet requirements.
- School leaders have not ensured that the independent school standard in this part is likely to be met.

#### Part 7. Manner in which complaints are handled

##### *All paragraphs*

- The complaints policy outlines the procedures for handling complaints on an informal and formal basis. It makes provision for an appropriately composed panel to hear complaints not resolved earlier in the process. The policy clearly specifies keeping a written record of all complaints.
- School leaders have ensured that the independent school standard in this part is likely to be met.

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

##### *All paragraphs*

- The proprietor and chair of governors already run Yesodey Hatorah School, the registered provision based on the proposed school site. The existing provision offers primary education for boys and girls and secondary education for boys.
- In November 2018, the inspection of Yesodey Hatorah School highlighted that leaders operated a policy of segregation by sex, which constitutes discrimination contrary to the Equality Act 2010. Plans were initiated by the proprietor to register the current girls' building as a new, separate, three-form entry school for girls with an increased roll and age range.
- The proprietor and the proposed school's governing body have been proactive in drafting the new school's policies and procedures linked to standards 2, 3, 4, 5 and 7. Consequently, they are likely to meet the leadership and management standard linked to actively promoting the well-being of pupils. However, they are less prepared for the proposed key stage 3 provision. As a result, not all of the independent school standards are likely to be met consistently if Yesodey Hatorah Girls School is registered at this time.
- School leaders have not ensured that the independent school standard in this part is likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have written an appropriate accessibility plan, which is likely to comply with Schedule 10 of the Equality Act 2010.

#### Statutory requirements of the Early Years Foundation Stage

- The governor with strategic oversight for the effectiveness of the planned provision in the early years is highly knowledgeable and experienced in this area. Consequently, it is likely that all the statutory requirements of the early years foundation stage will be met if this school is registered.

## **Compliance with regulatory requirements**

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

## Proposed school details

Unique reference number	146748
DfE registration number	204/6018
Inspection number	10093718

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Jewish orthodox girls' school
School status	Independent school
Proprietor	Rabbi Chaim Pinter
Headteacher	Not known
Annual fees (day pupils)	£4,350 – £5,200
Telephone number	020 8800 8612
Website	None
Email address	office@yhsl.org.uk



## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	3–13	3–11
Number of pupils on the school roll	Not applicable	810	810

### *Reason for inspector's recommendations*

- The proprietor and governors have ensured that suitable curriculum plans, and schemes of work, are in place for the early years and primary phases. However, they have not ensured that suitable curriculum plans, and schemes of work are in place for pupils in key stage 3. As a result, not all the independent school standards are likely to be met consistently if Yesodey Hatorah Girls School is registered at this time.

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	Up to 810
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 150
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	Not applicable	Up to 30
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Not applicable	Up to 15

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	90
Number of part-time teaching staff	Not applicable	180
Number of staff in the welfare provision	Not applicable	30

## Information about this proposed school

- Yesodey Hatorah Girls School intends to operate from September 2019, serving the orthodox Jewish community in Stamford Hill. It will occupy the current girls' premises of Yesodey Hatorah School in the London Borough of Hackney.
- The proposed Yesodey Hatorah Girls School will have a governing body of eight. Four of the governance positions have been filled, including the chair of governors, who is also the chair of the Yesodey Hatorah School.
- The school intends to provide an education for girls, from the early years to Year 6, who currently attend the Yesodey Hatorah School and beyond. Additionally, from September 2019, and following the planned refurbishment of the portable classrooms on-site, pupils will be admitted to Years 7 and 8.
- The proposed school intends for the pupils in Years 7 and 8 to use the facilities at a local girls' school for sport and showering until the construction of their own gym on-site. The proposed school has also arranged for these secondary pupils to use the science, computer, art and technology facilities at the adjacent boys' site of the Yesodey Hatorah School. The school does not intend to operate from any other premises or use any other alternative provision.

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## Information about this inspection

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- This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.
- This is the school's first pre-registration inspection.
- The inspection was conducted with two days' notice.
- Two inspectors conducted the inspection, engaging with the agent with delegated responsibility to act on behalf of the proprietor.
- The inspectors considered a wide range of evidence to check the likelihood of the school meeting all the independent school standards.
- A meeting was held with the agent and members of the governing body to ascertain their ability to promote and implement the proposed school's policies and procedures.
- Inspectors toured the premises, reviewed key documents and policies, including those related to safeguarding and health and safety, and considered the school's proposed curriculum.

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## Inspection team

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Jean Thwaites, lead inspector

Her Majesty's Inspector

Nasim Butt

Her Majesty's Inspector

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

### **The school is unlikely to meet the following independent school standards**

#### **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; and
  - 2(1)(b) the written policy, plans and schemes of work–
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 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)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) 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;
  - 3(b) 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;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
  - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector [14], the Secretary of State or an independent inspectorate [15];
  - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
- 32(2) The information specified in this sub-paragraph is–
  - 32(2)(b) either–
  - 32(2)(b)(i) where the proprietor is an individual, the proprietor’s full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted,
  - 32(2)(c) where there is a governing body, the name and address for correspondence of its Chair; and
  - 32(2)(d) a statement of the school’s ethos (including any religious ethos) and aims.
- 32(3) The information specified in this sub-paragraph is–
  - 32(3)(c) particulars of the policy referred to in paragraph 2.

## **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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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