

Talmud Torah Yetev Lev

111–115 Cazenove Road, London N16 6AX

Inspection dates

25 September 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

Paragraph 2(1)(a), 2(1)(b), 2(2)(b)(i), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(ii), 2(2)(f), 2(2)(h) and 2(2)(i); 5, 5(b)(iii), 5(b)(vi)

- The previous inspection found that leaders' expectations of pupils were too low. The curriculum was narrow. It did not give pupils sufficient experience in scientific, technological, human and social, and creative education. Teaching plans took little account of pupils' needs.
- This inspection finds that there has been some progress in improving the secular curriculum. There is a policy outlining the school's aims. Pupils are taught geography and science as well as English, mathematics and Jewish studies. Leaders are developing assessment to help them identify the gaps in pupils' learning.
- However, the curriculum remains narrow. Pupils still have little experience of technological, human and social, and aesthetic and creative education. Teaching plans take too little account of pupils' needs. These plans are not based on a thorough assessment of pupils' achievements. Pupils' speaking, reading and writing skills in English remain weak throughout the school. The time allocated to teaching secular subjects is 90 minutes each day. This is not sufficient to ensure that pupils make good progress with their learning.
- The previous inspection found that pupils had some understanding of British values. Pupils knew the general importance of being respectful and tolerant towards others. However, the school could not show that it encouraged respect for other people with particular regard to all those sharing the protected characteristics set out in the Equality Act 2010.
- This inspection finds that this continues to be the case. Pupils are generally respectful and tolerant of others. They contribute positively to the lives of others in their immediate community. However, pupils have little involvement with people in wider society. Leaders are clear that they do not, and will not, make reference to all groups who share protected characteristics when talking to pupils.
- The independent school standards checked in this part remain unmet.

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

- The previous inspection found that pupils' progress was weak. Teachers had a limited knowledge of the subjects they taught. Standards in reading, writing and mathematics were low. The quality of resources to support pupils' learning was poor.
- This inspection finds that pupils' learning remains weak. Teachers are unclear about what they want pupils to learn by the end of their time at school. Lesson planning does not ensure that pupils gain new knowledge and make good progress. Pupils' lack of English reading skills and knowledge of vocabulary restricts their understanding.
- The independent school standards checked in this part remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraph 7(a), 7(b); 9; 11, 14, 15, 16, 16(a) and 16(b), 25

- The previous inspection found that safeguarding was ineffective. Leaders did not adequately promote pupils' welfare. They had not ensured that staff followed the school's policies for behaviour and for health and safety. Leaders failed to maintain a reliable admission register. There were serious health and safety failings at one of the premises. Risk assessments were incomplete. Pupils reported that staff used inappropriate methods of discipline. Inspectors also found that adults did not oversee pupils appropriately. When left unsupervised, pupils did not behave sensibly.
- This inspection finds that statutory safeguarding duties remain unmet. At the time of inspection, leaders were unable to demonstrate that they had provided the local authority with information required by law about pupils who have been taken off the school's register. Ofsted has since had confirmation that the school sent and the local authority received this information in October 2019.
- Leaders have responded appropriately to some of safeguarding concerns raised at the previous inspection. The vetting checks for staff suitability are accurate. The school's safer recruitment and safeguarding policies meet requirements. These reflect current guidance and are available to parents from the school. Staff roles and responsibilities are clear.
- Behaviour in class and during break has improved since the previous inspection. Inspectors heard no reports from pupils of inappropriate methods being used to discipline pupils. Pupils play well together and are properly supervised. Leaders have introduced a new behaviour policy. Leaders involve parents when behavioural concerns arise. Detailed record-keeping helps to identify pupils who may be in need of additional support. However, records are not reviewed or analysed to check if any patterns or trends are evident in behaviour across the school.
- The arrangements set out in the school's health and safety policy are suitable. The policy takes account of relevant laws. Everyday practice is effective. Risk assessment is strong. Leaders ensure that regular checks of the fire alarm and emergency lighting are carried out. An external contractor carries out safety tests on electrical equipment every year.
- The school does not meet all the independent school standards checked in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 32(1)(g), 34(1), 34(1)(a); 34(1)(b); 34(1)(c)

- The previous inspection found that the proprietor and governors had not ensured that the school met all the independent school standards. Leaders lacked the skills to fulfil their responsibilities effectively. They had not tackled the weaknesses identified during the previous inspections. This meant the quality of education remained inadequate. Pupils continued to underachieve. This has been the case on every occasion the school has been inspected since 2014.
- The previous inspection reported that 13- and 14-year-old pupils attended the school. This contravened the school's registration agreement. Those pupils have now been taken off the school's admissions register. However, this was done despite the school being aware that these pupils were not enrolled at another registered school, or not electively home educated and notified to the local authority as required.
- This inspection finds that leaders are not carrying out their responsibilities effectively. They are still not meeting the independent school standards and are failing in their duty to promote the well-being of pupils. At the time of the inspection, leaders told inspectors that they had informed the local authority of pupils who been removed from the school's admissions register. However, the local authority told Ofsted that it had not received this information from the school at that time.
- Leaders are tackling some of the school's failings. The education for children in the early years is improved. Resurfaced playgrounds mean that children and pupils can play safely. Leaders are reviewing the secular (Chol) curriculum in key stages 1 and 2. The narrow curriculum and weak teaching mean that pupils continue to underachieve. This is especially so in English. Teachers' expectations remain low.
- The independent school standards in this part remain unmet.

Statutory requirements of the early years foundation stage

- The previous inspection found that the early years provision was inadequate and in breach of the statutory requirements. Children were not kept safe. They did not learn well or make good progress.
- Leadership of the early years has strengthened. Half the staff now have appropriate Level 2 qualifications. This ensures that staff have appropriate knowledge of early learning. All children in Reception now have activities and experiences in all seven areas of learning. This follows similar improvements in the Nursery classes. Teachers track pupils' achievements well and share these with parents and Year 1 teachers. Supervision levels are suitable.
- The concerns raised at the previous inspection about the welfare, health and safety of children in the early years no longer remain. Premises are much improved, including to the playground. There are no health and safety concerns. Premises are clean, safe, uncluttered, welcoming and well maintained. Behaviour and risk management are effective.
- Two areas remain unmet. While the quality of early years provision has improved significantly, children's learning of English is still very weak. Few reach a good standard

of reading and writing. Children do not follow a structured approach to learning the sounds that letters make. This means that children develop their English literacy skills too slowly. The use of assessment to shape teachers' planning of children's learning remains limited.

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.

School details

Unique reference number	100289
DfE registration number	204/6233
Inspection number	10115177

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 status	Independent school
Age range of pupils	2 to 12
Gender of pupils	Boys
Number of pupils on the school roll	956
Number of part-time pupils	0
Proprietor	Talmud Torah Education
Chair	Shalom Cik
Headteacher	Bernard Margulies
Annual fees (day pupils)	No fees for school-age pupils. £10,000 for early years children
Telephone number	020 8806 3834
Website	None
Email address	mail@satmar.co.uk
Date of previous standard inspection	22–24 January 2019

Information about this school

- Talmud Torah Yetev Lev is an independent day school with an Orthodox Jewish ethos. It operates from five premises in the Stamford Hill area of Hackney local authority.
- In addition to the school's main building at 111–115 Cazenove Road, the school uses buildings at 112 and 122 Cazenove Road, 2–4 Chardmore Road and 8 Chardmore Road. All premises are located within a short walking distance of each other. The premises at 8 Chardmore Road primarily accommodate children aged three to four. The premises at 122 Cazenove Road cater primarily for children aged four to five. The proprietor has not informed the DfE that the building at 8 Chardmore Road is in use.

- The school is registered for pupils between the ages of two and 12. The school no longer provides education for 13- and 14-year-olds.
- The school is registered to admit 567 pupils. There are currently 956 pupils on roll.
- The school caters for 12 pupils with EHC plans. The school does not make use of any alternative or off-site provision.
- Pupils are taught religious studies in the morning and for some of the afternoon. This is taught in Yiddish. Other subjects are taught for an hour and a half in the afternoon.
- The last standard inspection in January 2019 judged the school to be inadequate and safeguarding ineffective. Inspections in September 2017, November 2016, September 2015 and November 2014 also judged the school as inadequate and safeguarding ineffective.

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 inspection was conducted with no notice.
- Inspectors spoke with leaders, including the headteacher, deputy headteacher and members of the governing body. They met with senior leaders to discuss how they ensured that they met the independent school standards.
- Inspectors also spoke to three groups of pupils in Years 3 to 6.
- Inspectors considered the written policies, including documents related to arrangements for safeguarding, health and safety, staff recruitment, and risk assessments. Inspectors also viewed the school's policies for the curriculum.

Inspection team

Brian Oppenheim, lead inspector	Her Majesty's Inspector
Philippa Darley	Her Majesty's Inspector
James Waite	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; and
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 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 [9];
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 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(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 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)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. The welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that:
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

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

Part 6. Provision of information

- 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers.

The school does not meet the following statutory requirements of the early years foundation stage

- 1.7. For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- 2.1. Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

The school now meets the following requirements of the independent school standards

Part 3. The welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that:
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 16 The standard in this paragraph is met if the proprietor ensures that:
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

The school now meets the following statutory requirements of the early years

foundation stage

- 1.5. Educational programmes must involve activities and experiences for children, as follows:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- 2.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS 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.
- 2.7. Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- 2.8. Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.9). These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

- 2.9. Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.
- 2.10. The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.
- 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 there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.
- 3.28. Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.
- 3.36. For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:
 - there must be at least one member of staff for every eight children
 - at least one member of staff must hold a full and relevant level 3 qualification
 - at least half of all other staff must hold a full and relevant level 2 qualification.
- 3.54. Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).
- 3.64. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a

regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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