

# Inspection of Menorah Grammar School

Abbots Road, Edgware, Middlesex HA8 0QS

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Inspection dates: 3–5 March 2020

**Overall effectiveness** **Inadequate**

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The quality of education **Inadequate**

Behaviour and attitudes **Inadequate**

Personal development **Inadequate**

Leadership and management **Inadequate**

Sixth-form provision **Inadequate**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **No**

## **What is it like to attend this school?**

Pupils are getting a very poor deal at this school. The curriculum is not fit for purpose. It is too narrow, lacks ambition and sets pupils up for failure in the sixth form. Teaching is uninspiring and is too driven by preparation for GCSE examinations. Pupils often behave poorly in lessons, partly because they are bored.

Pupils have no choice but to try to learn in premises that are dirty and unsafe. Pupils show a complete lack of respect for the building. This is due in part to governors' failure to provide a safe and pleasant learning environment. The safety concerns are so serious, leaders decided to temporarily close the school during the inspection.

The high turnover of headteachers and lack of effective governance have resulted in a dysfunctional school. Pupils lack confidence in the school's leadership. An example of this is the graffiti which shows pupils voting on how long the latest headteacher will remain in his post.

Despite the serious concerns, many pupils speak positively about the school. They especially like the close-knit nature of the school community. They attend well and say that bullying is very rare and dealt with well when it arises.

## **What does the school do well and what does it need to do better?**

The premises are in an appalling state as a result of poor health and safety management. They are unhygienic, uncared for and unsafe. We found broken windows and lights, and scalding hot water supplies. The emergency lighting was faulty and the toilets were filthy. Checks relating to fire safety had not been carried out, and equipment such as extinguishers had not been serviced. Some windows on upper floors open too widely, presenting a serious falling risk. We found bottles of bleach and sanitiser on the floor of toilets, accessible to pupils. Drinking fountains in the playground were covered in mould until they were cleaned during the inspection. The walls, floors, doors, corridors and lockers were in a poor state of repair. The condition of the sixth-form common room was particularly bad. There was no reliable internet connection. Broken computers were left in the computer suite. The pupils' shower facility was used as a storeroom. It is not clear in some areas which toilets are for staff and which are for pupils. There are potentially serious concerns about the condition of the science laboratories, fire safety, the safety of the boiler, management of asbestos, and risk of Legionnaires' disease. However, leaders do not know the detail of the concerns because the systems for monitoring health and safety are so weak.

The curriculum is poorly designed and sequenced. In subjects such as English, teaching focuses on training pupils to pass their GCSEs in Year 10 right from the time they start Year 7. Pupils are then expected to be ready for A-level study in Year 11. It is unsurprising that sixth-form examination results are poor in almost all subjects. In other areas, such as physical education (PE), teachers do not follow the written programme. This is partly because of a lack of resources. Instead, pupils

usually play a football match in PE lessons. Leaders stated that the teaching of personal, social, health and economic (PSHE) education is supposed to be embedded in Jewish studies. In reality, it lacks structure, as there is no written programme of study in place beyond Year 7. Pupils said that their learning in science suffers because of weak teaching or because some teachers cannot manage poor behaviour. Pupils in Year 10 do not have any experience in physical or creative education, unless they choose to study photography. The school's new leaders told us at the start of the inspection that they plan an urgent review of the entire curriculum.

The weak curriculum from Year 7 onwards means that pupils are not ready for sixth-form study in Year 11. Students are unprepared and without deep knowledge. They struggle with the move from GCSE to A level. Once in the sixth form, students do not have a broad choice of subjects. The curriculum offer is particularly limited for students who do not achieve well at GCSE. Subjects on offer are mostly linked to mathematics and science. Most students are not able to embark on these courses because of the poor quality of education they have received. Students end up choosing subjects they are not particularly interested in. They achieve poor results.

Leadership, management and governance are weak. The proprietor was not involved in the inspection. This arrangement is being urgently reviewed. Governors care deeply about the school. However, they do not know, or fulfil, their responsibilities. They have believed what previous staff and consultants have told them about the school, but not actually checked for themselves. For example, they told us that they were appalled and embarrassed when they looked at the premises during the inspection. Leadership of the curriculum at all levels is a significant concern. For example, there are heads of faculty for Jewish studies, English, mathematics, science and 'everything else'. This means one person is responsible for planning the curriculum in many subjects, which is unrealistic. The majority of policies are out of date. For example, the first-aid policy lists people who are no longer on the staff team as being the designated first aiders. Leaders removed the website at the start of the inspection because its content was old. Many independent school standards are not met. The school's weak accessibility plan is out of date.

Pupils learn about British values and to respect people regardless of their differences. They know about all the protected characteristics. However, not enough is done to prepare pupils for their futures in British society. Pupils do not receive suitable, regular and impartial careers information, advice and guidance. They do not know enough to appreciate people from other cultures, religions and faiths. The school provides too few opportunities for pupils to meet people from other communities. Leaders have limited the scope of the curriculum. For example, the teaching of certain texts or sections of texts set by examination boards is not permitted. This directly disadvantages pupils. Leaders do not do enough to teach pupils to take responsibility for their own behaviour. This is especially obvious in the disrespectful way pupils treat their school.

The school has some strengths. Provision for those pupils in the unit for special educational needs and/or disabilities (SEND) is highly effective. It is a unique part of

the school. The specialist team is very well led. Staff ensure that pupils with education, health and care (EHC) plans are well catered for in the unit. However, when pupils with SEND access lessons in the main school, their needs are often not catered for. There is significant work to do to train all teachers to know how to support pupils with SEND.

There is light at the end of the tunnel. The new senior leaders are in the first few months in their roles. They have a realistic view of the school's failings and an ambitious vision for the future. They are committed to turning the school around, but need significant funding and support to do so.

## **Safeguarding**

The arrangements for safeguarding are not effective.

There are major concerns about the school's systems for keeping pupils safe. There were several mistakes on the school's single central record of vetting checks on staff. These concerns included staff found to be working in the school without the required checks. The school's child protection policy is not reviewed annually and does not reflect the required national guidance. The incomplete admission register does not include all the required information. The school's new leaders are prioritising the improvement of safeguarding practice.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- The premises are unhygienic, unsafe and unfit for productive teaching and learning. Pupils and staff are at risk of harm. Leaders should take urgent action to make the premises safe and urgently review and improve the management of health and safety. Leaders should ensure that all the independent school standards relating to the premises, as listed in the annex to this report, are met.
- Safeguarding is not effective, especially in relation to making sure that adults working at the school are not a risk to pupils. Leaders should take rapid action to improve safeguarding arrangements, ensuring that the safer recruitment process, single central record of vetting checks on staff, policies and procedures all pay regard to the latest statutory guidance.
- Governance is weak. There is no active proprietor, and governors do not know or check the independent school standards. Leaders should take urgent action to review proprietorial and governance arrangements. They should ensure that the proprietor and governors know the independent school standards and take action to ensure that they are all met consistently.
- The design of the curriculum is poor. It does not meet pupils' needs and expects too much of them, too soon. It sets them up to achieve poorly in the sixth form. Leaders should follow through with their planned review of the entire curriculum, school day and qualification offer. As a result, leaders should ensure that pupils receive the high-quality curriculum they deserve.

- Some subjects do not have written schemes of work in place. Those that are in place are often of poor quality and not consistently followed. Leaders should ensure that schemes of work are in place and followed in all subjects, and that teachers plan lessons in line with these schemes ensuring that pupils receive an ambitious, well-sequenced curriculum.
- Teaching is often uninspiring and ineffective. Leaders should follow through with their plan to train existing staff and recruit new teachers to ensure that the quality of education improves.
- There is a lack of resources in the school. This negatively affects the quality of education in all subjects, but especially in practical subjects such as science, computing and PE. Leaders should ensure that funding is provided so that teaching is not hampered.
- When pupils from the school's SEND unit join classes in the main school, teachers often fail to meet their needs. These pupils' learning suffers as a result. Leaders should ensure that teachers receive the support and training they need to meet these pupils' needs. Teachers should then be held to account for the successful inclusion and teaching of these pupils.
- Pupils' behaviour is concerning, especially around the building. Some teachers struggle to manage behaviour. Pupils do not take responsibility for their own behaviour. Leaders should continue to embed the new behaviour policy so that pupils' behaviour improves, especially in relation to their respect for, and conduct around, the building. Leaders should also ensure that teachers' ability to manage behaviour is developed. They should also focus on encouraging pupils to take responsibility for their behaviour and school environment.
- Pupils do not receive regular, impartial information, advice and guidance about their careers options. Younger pupils receive nothing at all. Leaders should ensure that pupils receive high-quality, impartial careers information, advice and guidance.
- Pupils do not know much more than basic facts about cultures, religions and faiths other than their own. This fails to prepare them well enough for their lives in modern Britain. Leaders should ensure that pupils are more suitably prepared to appreciate other cultures, religions and faiths.
- The school does not provide all the information it is required to. Policies are out of date, and the website was removed during the inspection. Leaders should ensure that policies required by the independent school standards are reviewed, updated and implemented in light of the latest statutory guidance. They should ensure that these are published either on a new website or are provided in hard copy to parents and carers.
- The admission register is incomplete and does not include all the required information, such as pupils' previous school details in full. Leaders should ensure that a compliant admission register is maintained.
- The school's accessibility plan is inadequately sparse and out of date. The school is therefore not compliant with schedule 10 of the Equality Act 2010. Leaders should ensure that a suitable accessibility plan is completed and implemented.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	101387
<b>DfE registration number</b>	302/6089
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10136067
<b>Type of school</b>	Day school for Orthodox Jewish boys
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 21
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Boys
<b>Number of pupils on the school roll</b>	320
<b>Of which, number on roll in the sixth form</b>	81 (Years 11 and 12) 41 (Year 12 only)
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	RABG Memorial Ltd
<b>Chair</b>	Mazaltob Mozelle Gubbay
<b>Headteacher</b>	David Vincent
<b>Annual fees (day pupils)</b>	£6,600 to £48,000
<b>Telephone number</b>	020 8906 9756
<b>Website</b>	None
<b>Email address</b>	<a href="mailto:office@menorahgrammar.barnet.sch.uk">office@menorahgrammar.barnet.sch.uk</a>
<b>Date of previous inspection</b>	28–30 November 2017

## Information about this school

- Menorah Grammar School is a secondary day school for boys of Orthodox Jewish faith.
- Pupils choose which GCSEs to study at the end of Year 9. They study and complete them in Year 10. Pupils are then considered to be in the sixth form from Year 11, when they begin A-level study. They leave the school at the end of Year 12. They all progress to study at a Yeshiva.
- The school makes no use of alternative provision.
- The school is in breach of its registration agreement with the Department for Education. The school's maximum capacity is 290. There are currently 320 pupils on roll. The school has already made arrangements to increase its number on roll to 350 from September 2020.
- The school's proprietor is RABG Memorial Ltd. The chair of the proprietorial body is the only director of this company. They have no involvement with the school; senior leaders do not know who they are. This arrangement is under review.
- The school's most recent inspection was an emergency inspection in March 2019. Prior to this, the school's most recent full standard inspection was conducted in November 2017.

## Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This full standard inspection was brought forward and conducted without notice. This was at the request of the Department for Education (DfE).
- Leaders and governors decided to close the school to pupils and teachers from Thursday 5 March for three weeks for urgent health and safety works. Inspectors therefore spent more time than usual on Wednesday 4 March gathering evidence directly from pupils and teachers.
- We met with the recently promoted executive headteacher, new headteacher and the head of Jewish studies throughout the inspection. We also met with three governors. The proprietor was not available for a meeting.
- We carried out in-depth reviews of English, mathematics, science, PSHE and PE. We visited lessons, spoke with pupils and teachers, and reviewed pupils' work. We also visited a catering lesson for pupils with SEND.



- We met with groups of pupils to discuss their personal development and behaviour, including sixth-form students. We observed pupils informally between lessons and during break and lunchtimes.
- We met with the designated safeguarding leaders and reviewed a range of documentation, including checks on staff, risk assessments and attendance information. We carried out checks on the premises, health and safety and compliance with the other independent school standards.
- We reviewed a range of documentation, including policies and curriculum plans. We also reviewed minutes from meetings of the governing body.
- We considered the responses from parents on Ofsted Parent View, and the responses from staff and pupils via the online questionnaires.

The school has applied to the DfE to make a 'material change' to its registration. At the DfE's request, we checked whether the school meets the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: The school does not meet the independent school standards relevant to the material change. The material change has already been implemented.

### **Inspection team**

James Waite, lead inspector

Ofsted Inspector

Jude Wilson

Her Majesty's Inspector

Karen Matthews

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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

### **The school failed 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)(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)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 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;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

## **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)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

## **Part 3. 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.

- 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(b) the policy is implemented effectively; and
  - 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.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 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.
- 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.

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

- 18(2) The standard in this paragraph is met if-
  - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
  - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-
    - 18(2)(c)(iii) the person's right to work in the United Kingdom; and

- 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(3) The information referred to in this sub-paragraph is-
  - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
  - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
  - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made.

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
  - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 27 The standard in this paragraph is met if the proprietor ensures that-
  - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
  - 28(1)(a) suitable drinking water facilities are provided;
  - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

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

- 32(2) The information specified in this sub-paragraph is-
  - 32(2)(a) the school's address and telephone number and the name of the head teacher;
  - 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, or
    - 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)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13.

## **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.

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

- The school's accessibility plan is inadequate and out-of-date.

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