

Talmud Torah Yetev Lev

111-115 Cazenove Road, London N16 6AX

Inspection date

23 February and 21 April 2021

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

- The previous monitoring inspection found that there had been some progress in improving the secular curriculum. However, pupils studied a narrow range of subjects and had too little experience of technological, human and social, and aesthetic and creative education. Pupils' speaking, reading and writing skills in English were weak.
- This inspection found that leaders have continued to improve the curriculum. There are schemes of work for most subjects. These give pupils a broad experience, including of human and social, aesthetic and creative education. For example, the plans for music set out the aims for the subject and what pupils are to be taught each year. Links are made to the religious curriculum and Jewish festivals such as Chanukah.
- The school's arrangements for assessing pupils' progress are appropriate. They help staff to identify any gaps in pupils' learning. Teaching plans are adapted to take account of pupils' ages and aptitudes. For example, literacy teaching in Year 1 is based on pupils' knowledge of phonics. Where pupils have not mastered a particular letter sound, teachers repeat the work to ensure that learning is secure.
- The time allocated to teaching secular subjects remains limited to 90 minutes each day. Although this provides a broad experience for pupils, it does not ensure that they learn subjects in depth. This means that pupils do not always make links between different facts. For example, pupils learn about the Roman Empire and the Second World War but do not develop their knowledge of democracy.
- The previous inspection found that pupils understood British values and the importance of being respectful towards others. However, leaders were unable to show that they pay particular regard to the characteristics set out in the Equality Act 2010.
- The school continues to promote respect and tolerance towards others. Pupils are welcoming and polite to visitors. Leaders have consulted with parents and carers about raising pupils' awareness of the protected characteristics of sexual orientation and

gender reassignment. Parents are unequivocal that these aspects of relationships and sex education are not appropriate for primary aged pupils. This meets requirements. However, the school caters for secondary aged pupils in Year 7, for whom teaching about all the protected characteristics is compulsory. As a result, leaders are still not paying due regard to the protected characteristics set out in the Equality Act 2010.

- Not all the independent school standards checked in this part are met.

Paragraphs 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g) and 3(h).

- The previous inspection found that pupils' learning was weak. Teachers were unclear about what they want pupils to learn by the end of their time at school. Pupils lacked English reading skills and vocabulary knowledge.
- This inspection found that progress has been made in improving the curriculum, especially pupils' reading skills. Teachers use commercial reading schemes to help pupils develop their phonics knowledge. Teachers have been trained to use these schemes. Ongoing checks show that this work is making a difference. Leaders recognise that there is some way to go to ensure that all pupils are fully fluent in English. Nevertheless, the building blocks are now in place.
- The school now meets these independent school standards.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 11, 14, 15, 16, 16(a), 16(b), 25 and 32, 32(1)(c)

- The previous inspection found that statutory safeguarding duties remained unmet. This was because leaders had failed to provide the local authority with information about pupils who left the school. However, leaders had responded appropriately to the previous safeguarding concerns.
- This inspection found that leaders have ensured that the local authority is informed about pupils who have been removed from the school's admissions register.
- The school's vetting checks to assure staff's suitability remain accurate. Leaders have invested in a new computer program to ensure that all the necessary information is collected, maintained and updated securely. The safer recruitment and safeguarding policies continue to meet requirements and reflect current guidance. They are available to parents from the school on request.
- The previous inspection found that arrangements to promote good behaviour among pupils were effective. So were the procedures for health and safety, including fire safety.
- This inspection found that arrangements for promoting pupils' behaviour, health, safety and welfare continue to meet the independent school standards. Behaviour around the school is calm and the playground is supervised well. Those pupils spoken to by inspectors said that behaviour was good. Pupils also say they feel safe in school because their teachers are always there to look after them. They also said they know who to talk to if they have a concern and mentioned an external counsellor.
- Written policies for behaviour and health and safety are suitable. The procedures to identify and tackle risks are effective, including for fire safety. Checks of fire equipment

and emergency lighting are carried out regularly. Leaders ensure that the premises are clean and equipment well maintained.

- The school now meets all of the independent school standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 32(1)(g), 34(1), 34(1)(a); 34(1)(b) and 34(1)(c)

- The previous inspection found the proprietor and governors were not carrying out their responsibilities effectively. This related to the information they provide the local authority when pupils leave the school. In addition, the narrow curriculum and weak teaching meant that pupils continued to underachieve. The teaching of English was poor.
- This inspection finds that although there are improvements, weaknesses remain. Leaders have still not ensured that all the independent school standards are met consistently. The time allocated to teaching secular subjects remains limited to 90 minutes each day and pupils do not learn subjects in enough depth.
- Although some weaknesses remain, leaders continue to tackle the school's failings. They have made important improvements to the curriculum. Teaching plans, including those for literacy, are more detailed than at the previous inspection. Staff have been trained to teach reading using letters and sounds. Improved planning and staff training are helping to raise teachers' subject knowledge and expectations.
- The independent school standards in this part remain unmet.

Statutory requirements of the Early Years Foundation Stage

- The previous inspection found that the quality of education in the early years had improved significantly. Learning was planned to cover the seven areas of learning. In addition, issues related to the health, safety and cleanliness of the premises had been tackled successfully.
- This inspection found that this continues to be the case. The premises remain clean, safe and well maintained. There are no health and safety concerns. Children now follow a structured approach to learning phonics. Although leaders recognise that there is more to do, checks show that more children are reaching expected standards in their learning.
- The early years provision now meets statutory requirements.

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. 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	10145814

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	1,049
Proprietor	Talmud Torah Education
Chair	Shalom Cik
Headteacher	Mr Bernard Margulies
Annual fees (day pupils)	No fees for school-age pupils. £10,000 for early years children
Telephone number	0208 806 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 for the Satmar Orthodox Jewish community. It operates from four premises in the Stamford Hill area of Hackney.
- In addition to the school's main building at 111–115 Cazenove Road, the school uses buildings at 112 and 122 Cazenove Road, and 2–4 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 Department for Education (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 is registered to admit 567 pupils. There are currently 1,048 pupils on roll. 951 pupils were on the school premises at the time of this inspection because they were considered vulnerable. The school is in breach of its registration agreement.
- The school is subject to a DfE restriction.
- The school caters for 12 pupils with education, health and care 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.
- This inspection was the school's second progress monitoring inspection since the school was judged to be inadequate and safeguarding ineffective at its previous standard inspection in January 2019. The most recent progress monitoring inspection in September 2019 judged that not all the independent school standards were met. 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 20 minutes' notice. One inspector visited the school premises while the other worked remotely on 23 February 2021. Another inspector visited the school on 21 April 2021 to gather additional information about safeguarding.
- Inspectors spoke with leaders, including the headteacher, deputy headteacher and members of the governing body. They met with senior leaders to discuss how they ensure that the school meets the independent school standards. The inspectors met a group of teachers who taught pupils in Years 1 to 6. Inspectors also spoke to a group of pupils in Years 5 and 6.
- Inspectors considered the written policies, including documents related to 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
Mark Smith	Her Majesty's Inspector
Noeman Anwar	Her Majesty's 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 un-met at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 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].

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

The school now meets the following requirements of the 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)(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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 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 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.

- 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.

- 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 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and accommodation and the 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.

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)(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 now meets the following statutory requirements of the early years foundation stage

- 11.7. 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.

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