

# Inspection of Ohr Emes

148 Upper Clapton Road, London E5 9JZ

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Inspection dates: 6–8 July 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Early years provision

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**No**

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

Pupils do not learn new things in a logical order. Instead, teachers pick lesson content and activities as they wish and without coherence. This leads to gaps in pupils' knowledge and skills because teachers miss out key content. It also leads to repetition of what pupils have already covered and know. Staff do not expect enough of pupils.

Staff do not teach pupils to read. They do not ensure that children in early years learn phonics. This means that pupils do not learn to read fluently. Staff do not support pupils' language and communication skills as well as they should. Pupils do not have sufficient opportunities to learn and reach a good standard in written and spoken English.

Pupils like school. They know that staff keep them safe. They get on well with each other. Staff take care of pupils. They know each pupil very well. Staff make sure that bullying is not a problem. They deal with any issues that may arise quickly and well.

At playtimes, pupils enjoy riding the school's bikes. They play together sensibly. Usually, pupils' behaviour in lessons is settled.

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

Although pupils learn a broad range of subjects, teachers plan activities that are not part of a well-planned sequence of learning. It is not clear what leaders want pupils to learn and when. This means that some essential learning gets missed out and other content is repeated. Leaders and teachers have not worked out what they want pupils to know by the time they reach the age of seven. Overall, leaders' and teachers' expectations of what pupils can and should achieve are far too low.

Reading is not prioritised. Leaders have taken too long to put in place a phonics programme. Staff have not been trained to teach phonics to support children's early reading. Children in early years are not taught to read and spell using phonics. They do not hear rhymes and stories or read and re-read books regularly in English. As a result, pupils' reading is very weak. Pupils have too few opportunities to access books in classrooms, including for pleasure. Teachers do not promote a love of reading.

The school does not meet some of the learning and development requirements of the early years foundation stage. Staff provide children with insufficient opportunities to learn and develop a strong grasp of the English language. Staff are not ambitious to develop children's language and communication skills. Children do not have access to a sufficient supply of high-quality resources, including reading books, creative materials and tools. This limits their choices and opportunities for learning.

Teachers do not have the skills or expertise to observe and assess children's learning. In early years, one member of staff completes all the assessments, often retrospectively. This is a lot for one person to do and the information gathered is limited, particularly about children's literacy development. Staff do not use information from assessments to adapt future learning.

Staff have not had training to develop their knowledge of the subjects they teach. They are unsure what pupils need to learn in different subjects. Leaders have not made sure that all staff understand how to identify and meet pupils' needs, including pupils with special educational needs and/or disabilities.

All these weaknesses affect pupils' learning and achievement. Pupils do not build their knowledge securely over time and in each subject.

Leaders have developed a programme for personal, social, health and economic (PSHE) education to support pupils' understanding of themselves and others. It covers, in an age-appropriate way, opportunities for pupils to learn about feelings, healthy relationships, and people from different cultures and backgrounds. However, leaders' PSHE education planning does not provide teachers with enough information about exactly what pupils need to know in order to build their understanding.

Staff have benefited from training to understand and support pupils' behaviour and well-being. They take pupils' well-being seriously and relationships are caring. Pupils said that they are confident to ask any member of staff for help if they are worried about something. The school's anti-bullying messages are clear. Pupils enjoy taking responsibility for doing jobs around the school, such as tidying up.

Pupils get on well with each other. They follow instructions sensibly. They take turns and share readily. However, sometimes expectations of behaviour are low. In some classes, books are not left out for pupils to choose for themselves because staff are concerned that pupils will damage them. Most of the time, lessons are calm. Sometimes, classrooms are noisy and it is difficult for pupils to focus on their work. Sometimes, pupils become distracted and lose focus when the work teachers give them is not well chosen to build on what they know and can do.

Leaders, including the proprietor, do not have an accurate understanding of the school's strengths and weaknesses. They have an over-generous view of the school's effectiveness. They have not worked strategically to identify priorities for improvement. Their action to improve the school is not well informed. Leaders have not ensured that the independent school standards are met.

The school complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. Leaders provide staff with regular safeguarding briefings that keep them up to date with any changes to legislation or procedures. Staff know how to report concerns to the leader with safeguarding responsibilities.

Pupils learn how to keep themselves safe. They learn about road safety and strangers. In an age-appropriate way, pupils are taught about the risks of cyber-bullying. Leaders use risk assessments to identify potential risks to pupils' welfare, including for specific activities such as cooking.

The school's safeguarding policy is suitable. Copies of the policy are available to parents and carers at the school office.

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

- Leaders have not ensured that a phonics programme is in place to help pupils to learn to read. As a result, by the end of Reception, children do not use phonics to read. Leaders must implement a well-planned, systematic synthetic phonics reading programme. From the beginning of Reception and until they leave at the age of seven, children must gain the phonics knowledge they need to become confident, fluent readers.
- Leaders do not ensure that pupils have sufficient opportunities to learn English. This means that pupils do not reach a good standard in English language. Leaders should ensure that all pupils have regular, well-planned opportunities to learn English.
- What pupils learn, including in early years, is not well planned. Subjects, including PSHE education, are not sequenced in a logical order. In each subject, including in PSHE education, it is not clear exactly what leaders want pupils to know and in what order. Leaders must ensure that the curriculum is well planned and sequenced. They must ensure that in each subject, teachers understand what content pupils need to know and understand and in what order they need to learn it.
- Leaders do not ensure that children in early years have access to a broad range of high-quality learning resources that promote all areas of learning, including reading. Leaders need to ensure that children in early years access high-quality resources for reading, writing, mathematics and all other areas of learning.
- Leaders do not ensure that assessment is used well enough, including in early years. Teachers do not observe children's learning effectively. Assessments and observations are not used by teachers to shape and adapt their teaching plans in order to meet pupils' needs. Leaders need to develop procedures for all staff to assess pupils' knowledge, including in the early years provision. They need to ensure that staff use what they know about pupils' achievements to adapt further learning.
- Staff have not had training to develop their knowledge of the subjects they teach and to meet the needs of all pupils. Leaders should provide staff with professional

development opportunities to improve their knowledge of the subjects they teach. Leaders should ensure that staff develop a secure understanding of what all pupils need to learn in each subject.

- Sometimes, expectations of pupils' behaviour are low. Pupils' behaviour slips when teachers do not provide them with work that is matched to their abilities. Leaders should ensure that expectations of pupils' behaviour are consistently high.
- Leaders have not identified and addressed the most urgent priorities for development for the school. They have not fulfilled their responsibilities to meet the independent school standards. This means that aspects of the school's work are inadequate and the independent school standards are not met fully. Leaders, including the proprietor, must accurately identify the school's strengths and areas for improvement. They should develop procedures to monitor their actions and measure their successes. Leaders must ensure that the independent school standards are all met.

## 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>	147312
<b>DfE registration number</b>	204/6022
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10193534
<b>Type of school</b>	Orthodox Jewish infant school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	60
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Benjamin Goldberg
<b>Headteacher</b>	Zeev Gluck
<b>Annual fees (day pupils)</b>	£7,500
<b>Telephone number</b>	020 8800 8932
<b>Website</b>	None
<b>Email address</b>	<a href="mailto:adminscool@viznitzuk.org">adminscool@viznitzuk.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Ohr Emes was registered by the Department for Education (DfE) in August 2019. This was the school's first standard inspection.
- It is an independent day school for Orthodox Jewish boys aged 3 to 7. It is located in Clapton, in the London Borough of Hackney. The school moved to its current premises in January 2021. A material change inspection took place in December 2020.
- The school is registered to provide full-time education to 110 pupils. Currently, there are 60 pupils on roll.
- The headteacher started in January 2020 and the current proprietor in March 2020.
- There are no pupils with an education, health and care plan.
- The school does not have a website. All policies are available to parents at the school office.
- The school uses no alternative provision.

## 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 was the first routine inspection the school had received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, early years manager and compliance manager. The lead inspector held a telephone conversation with the proprietor and a representative of the local authority.
- Inspectors did deep dives in these subjects: reading, mathematics, science and PSHE education. We spoke with leaders and staff about these subjects, visited lessons and looked at curriculum plans.
- Inspectors met with leaders to discuss the school's safeguarding arrangements. They looked at the single central record of staff pre-employment checks. Inspectors looked at documentation related to safeguarding, including policies and procedures.
- Leaders sought parental permission for the lead inspector to meet with a group of pupils. The lead inspector agreed with leaders beforehand what he would discuss.

He spoke to pupils about learning, behaviour, bullying and safety. He discussed, in an age-appropriate way, pupils' understanding of the world around them, including different families.

- Inspectors toured the school and looked at all areas used by pupils. Inspectors looked at documentation in order to check the school's compliance with the independent school standards.
- Inspectors observed pupils at the start of the day, during breaktimes and in a range of lessons.

### **Inspection team**

Gary Rawlings, lead inspector

Her Majesty's Inspector

Karen Matthews

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; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
  - 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
  - 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;
- 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 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.

### **Early Years Foundation Stage**

1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development.

1.4. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

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.
- 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.

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.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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