

# Ohr Emes

148 Upper Clapton Road, London E5 9JZ

**Inspection date**

16 March 2022

**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), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(b), 2(2)(c), 2(2)(f), 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g)*

- These standards were not met at the time of the full inspection in July 2021 because leaders' expectations of what pupils could and should achieve were too low. Pupils were not taught to read or spell. A phonics programme was not in place and staff had not received training to teach phonics. Pupils did not hear books read in English. The curriculum in other subjects was not well thought through. The activities that pupils completed were not part of a well-sequenced curriculum. Staff had received insufficient training to teach the curriculum and did not understand how to meet pupils' needs, including those with special educational needs and/or disabilities (SEND). As a result, pupils did not build their knowledge securely over time and in each subject.
- This inspection found that leaders have a phonics programme in place, but only started teaching it in January 2022. The required training is still in progress, and this affects the quality of the programme's implementation. As a result, pupils' ability to use phonics strategies to decode words and spell remains weak. The tracking of pupils' progress in early reading is also weak.
- Leaders have prepared a curriculum statement that promotes a 'broad and balanced' secular curriculum. Meeting the needs of pupils with SEND is also highlighted therein. In practice, however, the secular curriculum remains narrow and is not properly planned. For instance, there are no schemes of work for science, technology, art or humanities. Leaders said that aspects of these subjects are taught as part of the Kodesh (religious) curriculum, and feature in those schemes of work. However, there is limited evidence to show how subject knowledge and skills are built logically over time.
- Staff have begun to give pupils more opportunities for speaking and listening in English. Pupils have stories read to them in English, although the quantity and variety of reading books are still insufficient. The strategies for early reading and writing are not always modelled well. For example, the sentences that Year 1 pupils were given to read did not

begin with a capital letter and end with a full stop. As a result, pupils are at risk of picking up misconceptions at the very early stages.

- The school does not meet the independent school standards in this part.

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

*Paragraphs 7, 7(a), 7(b), 32(1)(c)*

- The school's safeguarding policy was revised in January 2022 and meets statutory requirements. Leaders work closely with the local authority to ensure that staff are kept up to date with important guidance, for example on how to make a referral to social care. Although the school does not have a website, a hard copy of the safeguarding policy is available from the school office.
- The school meets the standards in this part.

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

*Paragraphs 34(1), 34(1)(a), 34(1)(b)*

- These standards were not met at the time of the full inspection in July 2021 because leaders did not have an accurate view of the school's effectiveness. They had not identified the appropriate priorities for improvement.
- This inspection found that leaders have begun to prioritise early reading by implementing a new scheme for teaching phonics. They understand the importance of developing children's language and communication skills at the outset. However, staff are not properly trained to deliver the programme. Leaders have not developed a clear plan to train staff and to improve their knowledge about teaching other secular subjects.
- Leaders' action plan was deemed not to be acceptable in February 2022. The proprietor has appointed an external adviser to support leaders in addressing the weaknesses in the plan. Currently, there is no evidence of the impact of this work.
- Leaders confuse limited actions with evidence of impact. In reality, only the first few steps have been taken to tackle the weaknesses identified at the previous inspection. In that respect, leaders continue to have an inflated view of the quality of education they provide.
- The school does not meet the standards in this part.

### Statutory requirements of the Early Years Foundation Stage

- The statutory requirements of the early years foundation stage were not met at the time of the full inspection in July 2021 because leaders were not ensuring that children developed fluency in the English language. This limited children's ability to read and write in English and meant that they were not adequately prepared for the next stage of their education. The curriculum in early years was not well considered and staff did not have the skills or expertise to assess children's achievements or learning.
- This inspection found that leaders have just begun to teach a phonics programme to children in Reception. The early years leader has received suitable training to teach this

programme and is reasonably knowledgeable about it. A second teacher is due to receive training shortly. Consequently, there is currently very little evidence of children's ability to read and write in English.

- Leaders have developed a handwritten scheme of work for teaching the seven areas of the early years curriculum. They have been supported by an external adviser. The plan shows some connections between what is taught each week so that learning builds over time. However, these are early indications of limited progress. The teaching plan is not fully developed and there is no evidence of how well it is being implemented and monitored.
- Leaders are beginning to check on children's performance in the seven areas of learning. They use a simple tick-list based on some of the government's early years guidance resources. However, evidence of a deeper assessment of children's knowledge and skills is lacking. Leaders are not able to support the judgements they have made about children's learning with adequate evidence.
- Leaders have not ensured that the learning and development requirements of the early years foundation stage are met.

## **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	147312
DfE registration number	204/6022
Inspection number	10226681

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	Orthodox Jewish infant school
School status	Independent school
Age range of pupils	3 to 7
Gender of pupils	Boys
Number of pupils on the school roll	56
Number of part-time pupils	0
Proprietor	Benjamin Goldberg
Headteacher	Chanioch Muller
Annual fees (day pupils)	£7,500
Telephone number	020 8800 8932
Website	None
Email address	adminscool@viznitzuk.org
Date of previous standard inspection	6 to 8 July 2021

## Information about this school

- Ohr Emes was registered by the Department for Education (DfE) in August 2019.
- It is an independent day school for Orthodox Jewish boys aged three to seven. 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 56 pupils on roll.
- A new headteacher was appointed in January 2022.
- There are no pupils with an education, health and care plan.

- The school's first standard inspection took place in July 2021, when the overall effectiveness of the school was judged to be inadequate.
- The school does not have a website. All policies are available to parents and carers at the school office.
- The school uses no alternative provision.

## 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 overall effectiveness of the school was judged inadequate in the school's first standard inspection in July 2021. The school was required by the DfE to submit a post-inspection action plan to show how it would address all the unmet independent school standards. The proposed action plan was evaluated by Ofsted in February 2022. The DfE rejected the action plan.
- For this inspection, the inspector visited phonics and English lessons in Reception Year and Year 1. He looked at samples of pupils' work and some assessments that staff had administered.
- The inspector scrutinised schemes of work in early years and Year 1. He held discussions with the headteacher, the head of early years, and the school's adviser about curriculum, assessment, teaching and learning.
- The inspector also reviewed the school's safeguarding policy.

## Inspection team

Nasim Butt, lead inspector

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) 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)(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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