

Wiznitz Cheder School

126b Stamford Hill, Hackney, London N16 6QT

Inspection date

11 May 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

All paragraphs

- The previous standard inspection found that leaders and governors had been slow to develop curriculum plans that identified what pupils should learn and in what order. As a result, pupils' learning was disjointed and their learning poor. Although a new programme had been introduced for the teaching of phonics, pupils' reading and speaking skills remained weak across the school. Adults did not model the use of the English language frequently enough.
- Although leaders continue to introduce the teaching of phonics in Reception and key stage 1, teachers do not have the expertise to use the phonics programme effectively. Consequently, pupils' ability to read accurately and fluently is seriously compromised. Work to improve early reading is being supported by the local authority in partnership with a community organisation. Children in Reception and pupils Year 1 are beginning to use their phonics knowledge to translate letters into sounds and to blend these to read written words. However, this remains at a low level and pupils lack fluency.
- Leaders have made some progress in tackling weaknesses in the curriculum. Plans for some secular subjects, such as English, geography and science, take account of pupils' ages and aptitudes. These plans now make clear the expectations for pupils in Years 1 to 7. English is now taught from Year 1.
- Despite these developments, weaknesses remain. The English language is not used or modelled frequently enough. This limits pupils' exposure to the English language and its literature. As a result, pupils' reading and speaking skills continue to be weak.
- Leaders are developing a personal, social and health education programme to continue to improve the way they encourage respect for other people. This includes the study of different cultures and religions, drugs and alcohol addiction, democracy, mutual respect and the rule of law. It also refers to issues related to

divorce, bereavement, different types of families, sexual orientation and gender reassignment. However, leaders have not ensured that these plans are applied effectively in the classroom.

- Leaders have devised an appropriate policy and programme for the teaching of relationships, which gives due regard to statutory guidance. Parents and carers have been consulted and the policy is readily available to parents on request. However, at the time of this inspection, leaders had not made sure that pupils are receiving an education in accordance with their policies and procedures.
- Teachers lack the knowledge and expertise to teach the secular curriculum effectively. In addition, too little time is allocated to teaching secular subjects. As a result, pupils do not make sufficient progress with their learning. However, teaching does promote pupils' self-motivation appropriately. Pupils are keen to learn and they listen attentively to their teachers. Behaviour in and out of class is managed well. Pupils behave responsibly and relationships are strong.
- Leaders have still not ensured that all of the independent school standards (the standards) in this part (as listed in the annex to this report) are met.

Part 2. Spiritual, moral, social and cultural development of pupils

All paragraphs

- The previous inspection found that pupils did not learn about some of the fundamental British values. Pupils were not taught enough about other religions and cultures. This meant that pupils' understanding of what being a citizen in modern Britain means was limited.
- Although leaders have made some progress in developing appropriate policies that promote British values and pupils' understanding of other faiths and cultures, this work is not firmly established in the classroom. Teachers lack the subject expertise to implement the policies effectively.
- Leaders have not ensured that all of the standards in this part are met.

Part 3. Welfare, health and safety of pupils

All paragraphs and 32(1)(c)

- The previous inspection found that leaders made sure that funding was available to meet all the requirements for health and safety.
- This continues to be the case. Systems and procedures for checking health and safety are suitably strong. For example, electrical appliance testing has been carried out and leaders have ensured that the school complies with the Regulatory Reform (Fire Safety) Order 2005. In addition, staff have been trained in areas such as fire safety, first aid and care of pupils.
- Arrangements for safeguarding remain suitable. The safeguarding policy reflects up-to-date government guidance and names the designated leaders responsible for keeping pupils safe. Records show that staff have attended suitable safeguarding training, as have governors. The policy is readily available to parents in hard copy from the school's administration team.

- Leaders have ensured that the standards in this part continue to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- Some parts of the accommodation have been refurbished. The new shower facilities and medical room are clean and well maintained. The medical room has full access to a sink and running water. Pupils also have access to drinking water.
- Other areas of the school provide appropriately for pupils' education. Regular checks by leaders help to ensure that classrooms are fit for purpose. During the inspection, for example, leaders ensured that a loose cable was properly fitted so as not to be a health and safety hazard. There is suitable lighting across the school, including in the outside spaces.
- Leaders have ensured that the standards in this part continue to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- The previous inspection found that leadership and management were inadequate. Leaders had not ensured that the standards were met consistently. Governors had an inflated view of the quality of education.
- This inspection finds that leaders and the proprietor have again not ensured that the standards are met. They have moved the school forward, but the quality of education remains weak. Leaders' plans for the curriculum set out what pupils will learn, including using phonics in early years. However, teachers' lack of subject expertise means that these plans are not implemented effectively.
- Governors are now holding regular meetings that are properly recorded. For example, minutes of the most recent governors' meeting show that leaders are beginning to be held to account and have a clear understanding of the priorities for improvement. Leaders promote pupils' well-being appropriately.
- Leaders and the proprietor have not ensured that the standards in this part are met.

Schedule 10 of the Equality Act 2010

- Leaders have drawn up a suitable policy to meet the requirements of schedule 10 of the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- The previous inspection judged that children in early years are not well prepared for their transition into Year 1. This was because children's language and communication skills were weak.
- This inspection finds that this remains the case. Although the introduction of the phonics programme has begun to promote children's English language skills, children are not developing their reading accuracy and fluency sufficiently well.

Teachers lack the expertise to use the phonics programme effectively. As a result, the curriculum does not cover all the early learning goals.

- Not all the requirements of the Early Years Foundation Stage (EYFS) statutory framework 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.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 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
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

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School details

Unique reference number	137809
DfE registration number	204/6004
Inspection number	10237081

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	3 to 13
Gender of pupils	Boys
Number of pupils on the school roll	106
Proprietor	Viznitz Limited
Chair	Michael Rosenberg
Headteacher	Rabbi Pesach Taub
Annual fees (day pupils)	None
Telephone number	020 8809 9513
Website	None
Email address	admin@viznitzcheder.co.uk
Date of previous standard inspection	12 to 14 October 2021

Information about this school

- Wiznitz Cheder is a strictly Orthodox Jewish day school for boys aged three to 13. In practice, pupils attend up to age 11. The school therefore operates as a primary school.
- The school's most recent full standard inspection was in October 2021, when its overall effectiveness was judged to be inadequate, and several standards were judged to be unmet. There were four progress monitoring inspections before the standard inspection, the most recent one in May 2021. All judged some of the standards to be unmet.
- The school submitted action plans to Ofsted after two of the progress monitoring inspections. Both action plans were deemed to be not acceptable.

- There are 24 children in the early years provision, which comprises a Nursery and Reception section.
- A small minority of pupils have special educational needs and/or disabilities; this includes some with an education, health and care plan.
- Leaders and the proprietor have well-developed plans to build a new school on a site about a mile away. Work has already begun, and leaders estimate that the building will be complete within the next year or so.

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 standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was conducted at no notice.
- The focus of the inspection was to consider whether the standards in parts 1, 2, 3, 5 and 8 were met.
- The inspector met with leaders and the proprietor to discuss how they ensured that the standards were met.
- The inspector considered a wide range of written policies, including those for the curriculum, safeguarding, behaviour, safe recruitment, assessment, staff training, health and safety, and risk assessments. The inspector toured the building with leaders.
- The inspector listened to five pupils reading from books provided by the school.

Inspection team

Brian Oppenheim, lead inspector

Her Majesty's 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;
- 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)(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;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2(A)(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education.
- 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(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(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- 5(b) ensures that principles are actively promoted which–
- 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 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 statutory framework

1.6: Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning, including communication and language.

1.7: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals.

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