

# Talmud Torah Yetev Lev

111-115 Cazenove Road, London N16 6AX

## Inspection dates

18 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

#### *Paragraphs 2(2), 2(2)(a), 2(2)(b) and 2(2)(i)*

- The previous inspection found that pupils had too few opportunities to develop their English reading, writing, speaking and listening skills. They lacked confidence in speaking and reading in the English language. The inspection found that pupils were not helped to read well enough because books were not matched to their phonics knowledge.
- This inspection found that leaders are recruiting new staff to teach the secular curriculum. They have worked with a consultant to develop a new topic-based curriculum which they intend to use from September 2022. Leaders intend for the curriculum to allow more time for the secular subjects and greater opportunities to link subjects together. Leaders have started to provide some training to teachers in this approach. However, the weaknesses identified at the previous inspection remain.
- Pupils continue to struggle with reading. They do not use phonics accurately or confidently to help them to read new words. The school's mathematics programme is not delivered consistently.
- Paragraphs 2(2), 2(2)(b) and 2(2)(i) remain unmet. Paragraph 2(2)(a) is now also unmet.

#### *Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)*

- This inspection found further weaknesses in how leaders plan for what pupils need to learn in the secular subjects. The schemes of work that are currently in place do not take into account pupils' needs, abilities and aptitudes. What pupils learn in lessons does not align to the intended curriculum plans in the secular subjects.
- Leaders have a limited understanding of how pupils learn to read in English. Although leaders have introduced a programme for teaching reading, it is not implemented consistently. There are too few opportunities to develop pupils' literacy skills, including early reading and phonics.
- These independent school standards are not met.

### *Paragraphs 3, 3(a), 3(c), 3(d) and 3(e)*

- These standards were not met at the previous inspection because teachers had a weak understanding of how to plan lessons. Inspectors found that teachers were not considering well enough pupils' prior knowledge. This was affecting pupils' learning.
- This inspection found that these weaknesses continue to exist. Leaders do not have a clear plan to ensure that teachers have the training they need. Teachers do not demonstrate secure subject knowledge. They do not address pupils' misconceptions in lessons and they miss opportunities to deepen pupils' learning.
- Teachers do not teach pupils what the curriculum plans state they should. Teachers lack the subject knowledge and expertise to plan a sequence of lessons. This means they do not build effectively on what pupils were taught previously. Pupils do not remember what they have been taught in the secular subjects. This is because their knowledge is not secure.
- These independent school standards remain unmet.

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

### *Paragraphs 5, 5(a), 5(b) and 5(b)(v)*

- At the previous inspection, pupils' knowledge and understanding of faiths and cultures other than their own was weak. The school's curriculum did not adequately provide opportunities for pupils to learn about these aspects. This, coupled with the limited development of English language and literacy skills, meant that pupils were not well prepared for life in modern Britain.
- Leaders ensure that the school's programme for personal, social, health and economic education is taught. Leaders intend for the new curriculum to provide more opportunities for pupils to learn about others. However, the current curriculum does not provide for this. The weaknesses found at the last inspection remain. Pupils have a limited understanding of other faiths and cultures.
- These independent school standards remain unmet.

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

### *Paragraphs 7, 7(a) and 7(b)*

- This inspection found that leaders do not ensure that the school's procedures meet the statutory safeguarding requirements. Leaders do not have robust procedures in place to record and monitor concerns about pupils' well-being. Leaders do not keep suitably clear and rigorous records of safeguarding information, as required by statutory guidance. When leaders receive concerns about a pupils' welfare, they do not routinely keep a clear and comprehensive summary of the concerns. They have also not kept details on how concerns are followed up and resolved. Records of any actions taken, decisions reached and the outcomes do not meet the expectations set out in government guidance.
- Leaders responsible for safeguarding do not have a secure understanding of the importance of reporting and recording all concerns, however minor these may seem.

They do not understand the importance of keeping an overview of how potential concerns about a pupil's welfare might build over time. This is because teachers keep notes in their classrooms of any concerns, and these records are not passed to the leaders responsible for safeguarding or recorded appropriately.

- Pupils said they feel safe in school. They are confident to report concerns and said that staff would help them. Teachers are well trained to identify pupils who might be at risk from harm.
- These independent school standards are not met.

#### *Paragraph 32(1)(c)*

- The school's safeguarding policy is suitable. It is available to parents on request.
- The school meets this standard.

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

#### *Paragraphs 34 (1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- These standards were not met at the previous inspection because leaders and those responsible for governance had not ensured that the school was meeting all the independent school standards. Inspectors found that the proprietor body and governors did not have the skills and knowledge to offer suitable scrutiny or challenge.
- This inspection found that the proprietor body and governors have not addressed the previously unmet standards. There is a lack of urgency in taking the necessary actions to improve the school.
- Many of these standards have been repeatedly unmet at previous full inspections and monitoring inspections.
- There continue to be weaknesses in the quality of education provided to pupils in the secular subjects and in the effectiveness of leadership and management.
- This inspection identified further unmet standards in relation to the quality of education and the arrangements for safeguarding pupils' welfare. Leaders do not ensure that the school's procedures adhere to the regulations set out in 'Keeping children safe in education (2021)'. Because of this, this inspection found that the requirements of paragraph 34(1)(c) are not met.
- Those responsible for governance, including the chair of governors, did not make themselves available to speak to inspectors during this inspection. Leaders, including governors, do not have a clear understanding of the school's weaknesses. They do not have any plans in place that set out exactly what needs to be done and by when.
- The school is subject to a restriction by the registration authority which means that the proprietor is not permitted to admit any new pupils. Inspectors found that the proprietor was complying with this restriction.
- Although leaders have used the support of an external consultant in helping to shape the new curriculum, it is too soon to see the impact of this work.
- These independent school standards are not 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	100289
DfE registration number	204/6233
Inspection number	10238714

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 11
Gender of pupils	Boys
Number of pupils on the school roll	962
Number of part-time pupils	None
Proprietor	Talmud Torah Education
Chair	Shalom Cik
Headteacher	Bernard Margulies
Annual fees (day pupils)	No fees for school-age pupils £10,000 for children in the early years
Telephone number	0208 806 3834
Website	None
Email address	mail@satmar.co.uk
Date of previous standard inspection	31 August to 2 September 2021

## Information about this school

- Talmud Torah Yetev Lev is an independent day school for the Satmar Orthodox Jewish community.
- In addition to the school's main building at 111 to 115 Cazenove Road, the school also uses buildings at 112 Cazenove Road and 2 to 6 Chardmore Road. The school no longer uses buildings at 122 Cazenove Road or 8 Chardmore Road. This is a change since the previous inspection, and the proprietor has not informed the registration authority of the new arrangements. All buildings are located within a short walking distance from each other. They are located in Stamford Hill, Hackney, London N16.

- The school is registered to cater for pupils between the ages of two and 12 years. Currently, the school is educating pupils aged three to 11 years.
- The school is registered to admit 567 pupils. There are currently 962 pupils on roll. The school is in breach of its registration agreement.
- The school is subject to a restriction from the Department for Education which prevents the admission of any new pupils.
- The school does not make use of any alternative provision.
- Pupils are taught religious studies (in the morning and for some of the afternoon). These lessons are taught in Yiddish. Secular subjects are taught in English and mostly delivered in the afternoons, with some secular teaching in English in the mornings and on Sundays.

## 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 registration authority also commissioned Ofsted to check whether the school is complying with the restriction order.
- The inspection was carried out without notice.
- The school's most recent inspection was a standard inspection which took place from 31 August 2021 to 2 September 2021. The school's overall effectiveness was inadequate and it did not meet all the independent school standards. This was the first progress monitoring inspection to take place since the last inspection.
- The Department for Education did not require the school to complete an action plan.
- Inspectors met with the headteacher, deputy headteacher and leaders responsible for safeguarding. Inspectors met with a group of teachers and spoke with others informally throughout the day.
- Inspectors visited lessons, spoke with pupils and met with a group of pupils formally. Inspectors looked at curriculum plans and pupils' work in books, and sampled a range of other documentation related to the quality of education.
- Inspectors looked at the single central record of staff suitability checks and reviewed the school's safeguarding records and documentation. Inspectors toured all sites used by the school and looked at documentation to check the school's compliance with the independent school standards.

## Inspection team

Gary Rawlings, lead inspector

Her Majesty's Inspector

John Lambern

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(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)(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;

#### **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;

*Standards that were met at the previous inspection, but are now judged to not be met 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 subparagraph (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)(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;

### **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.

### **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)(c) actively promote the well-being of pupils.

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