

Beis Medrash Elyon

233 West Hendon Broadway, West Hendon, London NW9 7DH

Inspection dates

6 December 2022 and 19 January 2023

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

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i) and 2(2)(a)

- At the previous standard inspection in October 2021, leaders had not ensured that there was a broad secular curriculum. The quality of leaders' and teachers' planning was variable, with teaching driven by preparation for examinations. In very new subjects, such as physical education, history and music, teachers followed incomplete curriculum plans. Biology was not taught at all, and there was no formal learning after Year 8 in creative or technological education. This limited pupils' learning opportunities. Leaders had limited oversight of the curriculum.
- Leaders have addressed many of these weaknesses effectively. They have devised and put in place suitable schemes of work for nearly all areas of learning in the secular curriculum. These documents provide sufficiently clear expectations on what subject content pupils should learn in each year group and how pupils should develop their knowledge over time. Some of these plans are new and still being refined. Nevertheless, leaders' work means that teachers have an understanding of what knowledge pupils should learn and when they should learn it, including in subjects such as physical education (PE), history and music. In science, pupils now learn subject content related to biology. The curriculum for PE has also been broadened so that pupils learn a range of different sports.
- In Years 9 and 10, pupils now receive formal learning in creative subjects such as music. They continue to learn history and PE, and study towards GCSE qualifications in a range of subjects, including English, mathematics, physics, chemistry and business studies.
- However, suitable schemes of work for technological education have not been drawn up and implemented effectively. Pupils' use of laptops does not form part of a coherently planned curriculum which builds pupils' knowledge securely and in a logical manner. At the time of the previous inspection, pupils received discrete lessons in aspects of computing, for instance coding and how to use a spreadsheet. However, these lessons are not taking place this academic year. This means that leaders do not ensure that

pupils in Years 8 to 10 build on their prior technological learning. Technology is not included in the curriculum for pupils in Year 7. The requirements of paragraphs 2(1), 2(1)(a) and 2(2)(a) are not met. Leaders are currently considering how they intend to deliver technological education in the future. This includes, for example, introducing a design and technology curriculum.

- In order to ensure that pupils have sufficient time to learn the planned curriculum, leaders have increased the amount of time allocated to the teaching of the secular subjects. In PE, for instance, pupils now take part in two PE sessions, rather than one, each week. The additional session takes place at a local park, where pupils learn and practise team sports such as rugby. Pupils said how much they enjoyed their learning in PE.
- The curriculum policy has been revised to make clear how learning should be adapted to support pupils' different needs and starting points, including those with special educational needs and/or disabilities (SEND). Staff know how to identify those pupils who may have barriers to learning. Leaders share useful information with staff about pupils' needs. They support teachers to make adaptations to their classroom practice and cater for pupils' different needs, including those with SEND. For example, teachers recently attended a training session on understanding and catering for the needs of pupils with attention deficit hyperactivity disorder.
- Leaders have ensured that the requirements of 2(1)(b) and 2(1)(b)(i) are now met.
- The requirements of paragraphs 2(1) and 2(1)(a) continue to be unmet. In addition, the requirements of 2(2)(a) are now not met.
- Leaders have not ensured that all of the requirements of the independent school standards in these paragraphs are met.

Paragraphs 3, 3(a), 3(d), 3(e), 3(f), 3(g)

- At the time of the previous inspection, some lessons were taught by staff who lacked necessary knowledge and expertise. In some areas, such as practical subjects requiring sports equipment and musical instruments, the quality of education was negatively affected by a lack of resources. Arrangements for the assessment of pupils varied from subject to subject.
- Leaders have taken effective steps to ensure that teachers have access to suitable classroom resources and equipment. The proprietor has invested in a range of new resources to support teachers to deliver the curriculum. For example, new electronic keyboards have been purchased for the teaching of music. Leaders are supporting teachers of the secular curriculum to have either achieved, or work towards achieving, qualified teacher status. Teachers' expertise has improved. They have sufficiently secure subject knowledge to implement and adapt schemes of work appropriately. This includes selecting resources and activities to help pupils to develop and deepen their knowledge.
- Leaders have put in place suitable approaches to assessment in the subjects that are taught. Teachers check pupils' understanding routinely. They use what they find out to address misconceptions and ensure that pupils are ready for their future learning. Pupils like having the opportunity to go over subject content again or to move ahead in their

learning. For example, pupils access an online learning platform to revisit and revise the subject content taught in English, mathematics and science.

- Leaders have ensured that the requirements of the independent school standards in these paragraphs are now met.

Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i); and Part 2, paragraphs 5, 5(b) and 5(b)(vi)

- The previous inspection identified that the school did not encourage respect for all people with protected characteristics.
- Many aspects of the programme for personal, social, health and economic (PSHE) education help to support pupils' readiness for life in modern Britain. For example, pupils learn about British values as well as some other faiths and cultures.
- However, the delivery of the PSHE programme does not pay particular regard to respecting all those with protected characteristics. This means that pupils are not given the information that they need to be sufficiently well prepared for life in modern Britain.
- Leaders' approach to promoting pupils' spiritual, moral, social and cultural development encourages respect for others generally. However, particular regard is not paid to all of the protected characteristics, as set out in the 2010 Equality Act.
- The requirements of the independent school standards in these paragraphs remain unmet.

Paragraphs 2A(1), 2A(1)(b) and 2A(1)(d)

- The previous inspection found that the relationships and sex education (RSE) programme did not have regard to the Department for Education's (DfE) statutory guidance. Relationships education did not cover all of the required content.
- Leaders make parents and carers aware of the subject content set out in the DfE's statutory requirements for RSE. All parents have chosen to withdraw their children from sex education.
- Pupils are taught a relationships education curriculum. However, as at the time of the previous inspection, the relationships education curriculum that pupils are taught does not have regard to the requirements of the DfE's statutory guidance on relationships education. Pupils are not taught about different types of relationships. This includes learning about the legal rights and responsibilities regarding equality, particularly with reference to the protected characteristics as defined in the Equality Act 2010, and that everyone is unique and equal.
- The requirements of the independent school standards in this part continue to be unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b), 12 and Part 6, 32(1) and 32(1)(c)

- The previous inspection identified that leaders had not ensured that the premises were compliant with the Regulatory Reform (Fire Safety) Act 2005. A new classroom had been opened with no change to the fire risk assessment, for example.

- Leaders have taken effective action to address the weaknesses in arrangements for fire safety, including assessing and mitigating against potential risks. Fire drills and tests on fire-safety equipment, including fire extinguishers and emergency lighting, are carried out regularly and recorded appropriately.
- Leaders also arranged for an independent audit of fire-safety arrangements to be carried out. They have taken timely action to address any issues or risks identified by this audit. Leaders have also updated the school's risk assessment, and this is now suitable.
- As was the case at the time of the previous inspection, leaders have drawn up a suitable safeguarding policy which incorporates the most recent statutory guidance. The safeguarding policy is made available to parents on request. Leaders monitor pupils' safety and welfare closely. They follow up on concerns appropriately and keep suitable records of any actions taken. Staff know what signs may indicate a pupil is at risk of harm and how to report any potential concerns.
- The requirements of the independent school standards in this part are now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(c), 18(2)(c)(iii), 18(2)(e), 18(3), 21(3), 21(3)(a), 21(3)(a)(vii) and 21(3)(a)(viii)

- The previous inspection found that safeguarding systems were not effective because of concerns about the school's systems for recruiting staff. The recruitment process contained significant gaps, including in the follow up of references, right to work checks and additional checks on those who had worked overseas.
- Leaders have taken effective action to address the weaknesses in safer recruitment practice, drawing on guidance from an external adviser. They have updated their system for recruiting staff so that it now complies with statutory requirements. Leaders now carry out and record all the required checks on staff who have lived or worked overseas.
- The requirements of the independent school standards in this part are now met.

Part 8. Quality of leadership in and management of schools

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

- The previous inspection found that governors and the proprietor had not given enough thought to leaders' roles and responsibilities. They did not have realistic expectations of what individual staff can manage. Leaders did not understand and implement the independent school standards fully.
- The proprietor, governors and leaders have worked together effectively to tackle the weaknesses in safer recruitment procedures. They have also made sure that the premises are safe and suitable. This includes making suitable arrangements to assess and reduce risks related to fire safety. Leaders have sought and acted on advice from external professionals to support their work to secure the necessary improvements and develop their understanding of the independent school standards. Arrangements to promote pupils' well-being are now suitable.

- The proprietor has made sure that the school is complying with the restriction notice issued by the registration authority which came into effect on 11 October 2022.
- The proprietor has also taken a number of effective steps to improve leadership of the secular curriculum. This includes the appointment of a new deputy headteacher, who is specifically responsible for developing and overseeing the quality of pupils' learning in the secular subjects. Leaders now work closely with teachers to improve their expertise in planning and delivering the curriculum. The proprietor has also invested in additional resources and staff to support the teaching of secular subjects. Additionally, guidance from an external adviser is helping leaders to identify which aspects of the curriculum need to be developed further, and identify appropriate actions going forward. As a result of leaders' work, many of the previously unmet standards in Part 1 are now met. However, leaders have not made sure that the curriculum includes technological education. Leaders have not taken suitable steps to make sure that the delivery of PSHE and relationships education complies with the requirements of the independent school standards and has regard to the DfE's statutory guidance for RSE.
- The requirements of paragraphs 34(1), 34(1)(a) and 34(1)(b) of the independent school standards remain unmet.
- The requirements of paragraph 34(1)(c) are now met.
- Leaders have not made sure that all of the requirements of the independent school standards in this part 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	140492
DfE registration number	302/6007
Inspection number	10260882

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	Ultra-Orthodox Jewish secondary day school for boys
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	93
Number of part-time pupils	None
Proprietor	Anthony Adler
Headteacher	Rabbi Y Lang
Annual fees (day pupils)	£7500
Telephone number	02082038240
Website	None
Email address	headteacher@elyon.org.uk
Date of previous standard inspection	12 to 14 October 2021

Information about this school

- Beis Medrash Elyon is a secondary day school for boys of Orthodox Jewish faith.
- Pupils study at the school from Years 7 to 10. They study for GCSEs in Years 9 and 10. After this, they leave to continue their education at a Yeshiva.
- Leaders make no use of alternative provision.
- The school's sole proprietor is supported by a governing body. One headteacher leads the secular curriculum, and one headteacher leads the religious curriculum.

- The Secretary of State for Education imposed a restriction on the school from 11 October 2022. The restriction is still in force. The restriction means that the proprietor must not admit any new pupils to the school from 11 October 2022.
- The school's last full inspection took place from 12 to 14 October 2021.

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.
- This progress monitoring inspection was conducted without notice at the request of the DfE. This was the school's first progress monitoring inspection since the previous full inspection in October 2021.
- This inspection comprised two on-site visits. The first visit took place on 6 December 2022. On 19 January 2023, two inspectors returned to the school to gather additional evidence. This included reviewing schemes of work in the secular subjects, and speaking with leaders and teachers about their work to draw up and implement curriculum plans. Inspectors also looked at samples of pupils' work and spoke to pupils in Year 7, Year 8 and Year 10 about their learning in the secular curriculum
- Inspectors met with the headteachers of the secular and religious curriculums and the deputy headteacher. A meeting was held with the proprietor. Inspectors also had a telephone discussion with an external adviser who is working with leaders.
- Inspectors met with pupils from all year groups to discuss their experiences of school. In line with leaders' request, inspectors did not ask pupils questions about the curriculum for RSE.
- Meetings were held with leaders to discuss safeguarding arrangements. Safeguarding documentation was reviewed, including records of pre-employment vetting checks carried out on staff.
- A range of documentation, including policies, curriculum plans and risk assessments, was considered in order to check compliance with the independent school standards. Inspectors also met with teachers to discuss their experiences as teaching staff at the school.
- There were too few responses to Ofsted's online survey, Ofsted Parent View, to consider as part of this inspection.

Inspection team

Alice Clay, lead inspector

His Majesty's Inspector

Madeleine Gerard

His 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 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(2) For the purposes of paragraph 2(1)(a), the matters are:
 - 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];
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 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,

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; and

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 and were found to be unmet during this inspection

- 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;

The school now meets the following requirements of the 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 with pupils with an EHC plan;
- 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(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 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. 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
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-

- 18(2)(c)(iii) the person’s right to work in the United Kingdom;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State
- 21(3) The information referred to in this sub-paragraph is-
- 21(1)(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether-
 - 21(3)(a)(vii) a check of S’s right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e)

Part 8. Quality of leadership and management in schools

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022