

Talmud Torah Chaim Meirim Wiznitz School

26 Lampard Grove, London N16 6XB

Inspection date

5 July 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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(c), 2(2)(d), 2(2)(d)(ii), 2(2)(i), 3, 3(a), 3(c) to 3(g)

- The last standard inspection found that leaders had not identified the key content that pupils should learn across all subjects in the secular curriculum. They did not provide an appropriate amount of time on the timetable for teachers to deliver the curriculum effectively or for pupils to study a wide range of subjects in sufficient depth.
- The post-inspection action plan indicated that leaders intended to work with external consultancy services to develop the curriculum. The plan included reference to additional training for staff, baseline assessments to be completed by pupils, and leaders' review of the timetable to provide sufficient time to English lessons.
- This inspection has found that school leaders have worked productively with external education consultants to develop the secular curriculum. Leaders have a detailed overview of the knowledge and skills to be taught in all year groups. Leaders have produced comprehensive schemes of work for all subjects in the primary secular curriculum, including for the teaching of art and music. The planned content closely follows the breadth and ambition of the national curriculum. Leaders have used baseline assessments to identify gaps in pupils' learning and determine the starting points for pupils' learning in each subject. However, the revised curriculum is not currently being delivered.
- Leaders have made changes to the school's timetable to allocate more time to secular subjects. The additional allocation for the secular curriculum prioritises mathematics and English with some limited extra time available for other subjects. However, the revised timetable is currently not being followed. Leaders state that the new timetable is due to start in September 2023. Leaders acknowledge that the revised timetable does not include sufficient time for the effective delivery of the planned curriculum across all subjects. Leaders plan to continue to review the timetable with the intention of gradually increasing the amount of time allocated to science and foundation subjects.

- Leaders have organised staff training to support the teaching of the revised secular curriculum. Staff have received training to recognise whether a pupil may have a range of special educational needs and/or disabilities and adapt their teaching to meet each pupil's needs.
- Upcoming themes for future professional development training for staff include child development and how children learn. This training has not taken place. Leaders are working with external consultants to develop a programme of subject-specific training to improve teachers' subject knowledge across the secular curriculum. Leaders have started a programme of one-to-one training for staff to meet specific training needs. The staff training programme is at too early a stage of implementation to show an impact on strengthening staff subject knowledge in science and the foundation subjects.
- Despite the progress outlined above, these standards remain unmet.

Paragraphs 2A(1), 2A(1)(a), 2A(1)(d)

- The last standard inspection found that pupils were not taught relationships education in line with statutory guidance. The personal, social, health and economic (PSHE) education programme was not taught fully. Leaders did not make sure that pupils were prepared for life in modern Britain.
- The post-inspection action plan sets out leaders' approach to PSHE education, including training for teachers and work with an organisation to support the development of this area of the curriculum. The plan also describes leaders' consultation process with parents and carers for a new relationships education policy.
- This inspection has found that leaders have revised the PSHE education programme, which includes relationships education. Leaders plan to allocate more time to the teaching of PSHE education. The school's relationships education policy is suitable for the primary-aged pupils currently attending the school. The planned programme of relationships education includes themes such as caring and respectful friendships, online relationships and keeping safe.
- However, the revised PSHE and relationships education set out in the revised programmes is not being taught to pupils. Staff have not been trained on the effective delivery of this aspect of the curriculum.
- All parents have been consulted about the content of the school's relationships and sex education and have expressed the wish to withdraw their child from possible sex education in the secondary phase. The school is registered for pupils up to age 13, and although currently the secondary phase of the school is temporarily closed, leaders have not planned the curriculum for age-appropriate relationships and sex education required for secondary-aged pupils ready for whenever the secondary phase reopens. They do not have plans in place should parents choose not to withdraw their child from sex education in the secondary phase. Relevant statutory elements of the science curriculum are not included in the revised secular curriculum from which there is no option to withdraw.
- These standards remain unmet.

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

Paragraphs 5 to 5(b), 5(b)(v)

- The last standard inspection found that leaders did not actively promote the values of respect and tolerance for the different faiths and views of others. Pupils were taught very limited information about faiths and cultures other than their own.
- The post-inspection action plan broadly described a review of plans, policies and schemes of work to ensure that fundamental British values were included in the curriculum.
- This inspection has found that leaders' revised curriculum documentation provides further opportunities to develop pupils' cultural education, including being taught about art, drama and music from different cultures. Currently, pupils enjoy learning and singing songs in Hebrew in their Jewish studies and in celebration events, as part of the existing curriculum. However, the teaching of the revised curriculum set out in the documentation has not started.
- Leaders continue to not promote the values of respect and tolerance for different faiths other than to teach respect for all in general terms. The revised curriculum documentation indicates that leaders do not intend to include any wider coverage of faiths other than pupils' own.
- These standards remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- The previous standard inspection found safeguarding to be effective.
- The safeguarding policy is up to date and is available to parents as a hard copy or via email. Leaders have organised training to ensure that all staff are familiar with the latest safeguarding requirements.
- Since the previous standard inspection, leaders have started to use a new electronic system for recording of pre-employment checks for staff. Records are well organised and complete.
- Leaders know the processes to follow, including work with outside agencies, if they have any safeguarding concerns.
- These standards continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- The last standard inspection found that the proprietor body had not made sure that the independent school standards were met consistently and securely.
- The post-inspection action plan was found not to be acceptable. While some of the proposed actions were appropriate, including work with other organisations and schools, some actions were unclear and vague. There was little clarity on how leaders intended to monitor compliance with reference to explicit success criteria and within suitable timescales.

- This inspection has found that leaders have taken some effective steps towards developing the secular curriculum. They have recognised where they needed external support and engaged with consultants to revise and produce curriculum documentation successfully, including new schemes of work for all subjects. However, teachers have not started to deliver the revised curriculum at all. Training for staff is planned to develop teachers' and leaders' subject knowledge but has not taken place. The time currently allocated to teaching the secular curriculum continues to be too limited. Leaders have not ensured the effective implementation of their revised curriculum as set out in the documentation.
- Leaders continue to work closely with consultants. Leaders are reliant on this external support as they plan the implementation of the revised curriculum and professional development programme for all staff. Leaders are in very early stages of being in an independent position to oversee and review the effectiveness of the curriculum when it is delivered.
- These standards remain unmet.

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	100296
DfE registration number	204/6377
Inspection number	10291768

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	5 to 11
Gender of pupils	Boys
Number of pupils on the school roll	244
Number of part-time pupils	None
Proprietor	Chaim Meirim Association
Chair	Ephraim Gottesfeld
Headteacher	Gittle Koppenheim
Annual fees (day pupils)	£7,500
Telephone number	020 8806 0898
Website	None
Email address	kopp@ttwiznitz.co.uk
Dates of previous standard inspection	28 to 30 June 2022

Information about this school

- Since the previous inspection, the acting headteacher has been appointed as the substantive headteacher.
- The last standard inspection took place in June 2022.
- The school is an independent day school for boys of Orthodox Jewish faith.
- The school does not include early years provision. A separately registered nursery, CMA Nursery (EY314096), operates from the same address.

- At the time of the previous inspection, leaders had decided to close temporarily the secondary phase of the school. The secondary phase continues to be closed. All pupils on the school roll are currently aged five to 11 years.
- The school's curriculum includes Kodesh (Jewish Studies) and secular subjects (Chol). Most of the school day is allocated to the teaching of the Kodesh curriculum and is not taught in English.
- The school does not make use of alternative provision.
- The school's action plan submitted following the last standard inspection was evaluated in March 2023 and found not to be acceptable.

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 inspection was conducted without notice. Inspection activities focused on the independent school standards in Parts 1, 2 and 8 that were found to be unmet at the last standard inspection.
- The inspector met with the headteacher and a representative of the external consultancy commissioned by leaders to support the work of the school. The inspector visited classrooms accompanied by the headteacher, held conversations with members of staff and met with a group of pupils from Year 6. The inspector agreed with the headteacher the themes to be discussed with pupils. The inspector agreed not to speak with pupils about their relationships education. This did not influence the judgements made.
- The inspector looked at a wide range of documents relating to leaders' plans for the development of the secular curriculum, including schemes of work, lesson plans and staff training records. The inspector also reviewed leaders' safeguarding policy and practice.

Inspection team

Amanda Carter-Fraser, lead inspector

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 un-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 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)(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)(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)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - 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.
- 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(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 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.

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