

Inspection of Talmud Torah London

69 Amhurst Park, London N16 5AW

Inspection dates: 4 to 6 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils at this school really enjoy coming here. They feel happy and safe. They know that leaders and teachers care about them and what they are learning. Pupils achieve well because of the high expectations of leaders and staff. All parents and carers who responded to Ofsted Parent View said that they would recommend the school to others.

Overall, pupils behave well. They respond to teachers' expectations for learning and behaviour. During social times, pupils talk and play well together and especially enjoy a game of football.

Leaders recognise the importance of encouraging pupils to become active and thoughtful members of modern society. Pupils are taught about aspects of British life, including through events such as the coronation of King Charles III. Staff also teach pupils about fundamental British values, such as the rule of law and democracy. Pupils experience this first hand in many ways, including through their school council. These pupils take their roles seriously. The school council has discussed and then voted on different aspects of the school day, such as lunches and sports equipment.

Leaders and teachers ensure that all pupils learn the ambitious curriculum. Pupils with special educational needs and/or disabilities (SEND) are supported well. Pupils work hard to meet leaders' and staff's high aspirations.

What does the school do well and what does it need to do better?

Pupils achieve well. Leaders have developed a broad and ambitious curriculum. They ensure that, alongside the curriculum for religious studies, pupils study a range of other subjects. Leaders have worked effectively to find meaningful connections between what pupils learn in religious studies and in the secular curriculum. This is helping pupils to strengthen and deepen their knowledge, particularly in aspects of personal, social, health and economic (PSHE) education. Leaders have also considered how subjects such as computing can be sequenced so that pupils learn important knowledge. Leaders have sought out and implemented suitable solutions to ensure that these subjects can be taught with sufficient breadth and rigour.

Overall, leaders have considered carefully the key concepts and information that pupils need to learn. They have sequenced the curriculum effectively to support pupils to increase their knowledge and understanding. However, in a few subjects, including art and design and music, leaders have not worked out precisely what some of the older year groups need to know and do. These year groups are newly established. Leaders have credible plans in place to refine the curriculum further in these areas.

Leaders ensure that teachers have a broad range of appropriate teaching resources to deliver the intended curriculum. Staff are well trained to identify pupils' needs,

including those pupils with SEND. Staff and leaders assess pupils' knowledge to ensure that any gaps in understanding are quickly identified. They put in place appropriate support to address the aspects of learning that pupils find difficult.

Pupils learn to read through a well-structured approach to teaching reading and phonics. Teachers provide pupils with books that closely match their reading ability. This helps pupils to feel confident in their reading. Staff support pupils who find reading more difficult. They focus on helping pupils to catch up with their peers and to read fluently and accurately. Pupils talked about reading a wide range of fiction and non-fiction books. Leaders have considered carefully how to introduce pupils to classic texts, such as those by Charles Dickens, William Shakespeare and Rudyard Kipling. This enables pupils to broaden the range of books that they read.

Pupils behave well and try hard in lessons. Teachers check that pupils have learned the intended curriculum. For example, in science, pupils complete brief quizzes. Teachers use these quizzes to check and make sure that pupils remember what has been taught in the previous lessons. Another example is in mathematics. Teaching helps pupils to recall what they have learned in previous sessions and to apply it to new and more complex calculations. Teachers adapt their teaching well when pupils find a particular concept hard to master. In a few instances, however, the work that pupils are given does not help them to learn and remember the planned curriculum. When this happens, pupils can become distracted, which also affects how well they learn.

Governors and leaders are united in their aim for all pupils to achieve well in every part of the curriculum. Pupils learn about respect and the importance of treating each other fairly. They also learn about people who have faiths that are different from their own. For example, staff organised workshops where pupils got the chance to meet pupils of different faiths. They discussed the similarities and differences between their beliefs. Pupils are taught about themselves and others. They learn about friendships and healthy relationships. Leaders have given careful consideration to how relationships education is taught in school. They ensure that pupils learn this curriculum in an age-appropriate way. Leaders have planned a curriculum that ensures that the statutory guidance on relationships and sex education is followed. Leaders have worked out a way to ensure that what pupils are taught takes into account the school's religious ethos.

Leaders provide a rich range of experiences for pupils, including visits to the Royal Air Force Museum and kayaking at the Lee Valley White Water Centre. Pupils enjoy talking about these experiences. Through the curriculum and in special workshops, leaders provide pupils in Years 7 and 8 with suitable and impartial careers information and guidance.

Staff enjoy working here. They feel that leaders support them effectively, including with their workload and well-being. Leaders and the proprietor body foster a culture in which members of the whole staff team work together well. For example, staff who deliver the religious studies curriculum meet together regularly with those who teach the secular curriculum. They find ways to ensure a joined-up approach to

supporting all-round development. This contributes to a shared vision being put into practice throughout the school.

Leaders and the proprietor body ensure that staff receive appropriate professional training opportunities. Staff appreciate how these opportunities help them to improve their subject knowledge and their teaching approaches in different curriculum areas.

The proprietor body and leaders work together effectively to ensure that the independent school standards are met. The proprietor body also ensures that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe, including when online. They feel confident to report any concerns to adults in their school. Leaders provide pupils and parents with information about outside agencies that can also provide support and guidance if necessary.

Leaders keep themselves and staff well trained and up to date about possible safeguarding risks to pupils. They understand that child protection and welfare issues can affect any pupil. Leaders and staff are quick to notice when pupils are at risk of harm. They act to ensure that pupils receive timely support, including from outside agencies where appropriate. Leaders keep careful records of safeguarding concerns as well as their actions and decisions in response to concerns raised.

The safeguarding policy includes the most current statutory guidance and is made available to parents on request.

What does the school need to do to improve?

(Information for the school and proprietor)

- Sometimes, teachers provide activities that are not enabling pupils to learn the intended curriculum. This causes some to struggle with their learning or to get distracted. Leaders should ensure that teachers select activities that match the aims of the curriculum and contribute consistently well to securing and increasing pupils' knowledge.
- In a few subjects, leaders have not thought deeply enough about the key knowledge that they want older pupils to learn. In these subjects, they have not considered the order in which staff should teach pupils new subject content. This affects how well some pupils learn the curriculum content in these subjects. Where this is the case, leaders should ensure and assure that curriculum content is well thought out for all pupils. Leaders should focus particularly on making sure

that the curriculum in Year 7 and beyond enables pupils to build their knowledge securely and progressively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	142572
DfE registration number	204/6012
Local authority	Hackney
Inspection number	10267679
Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 13
Gender of pupils	Boys
Number of pupils on the school roll	89
Proprietor	Talmud Torah London Ltd
Chair	Alexander Halpert
Headteacher	Eli Spitzer
Annual fees (day pupils)	£5,200 but fees vary according to families' contexts
Telephone number	0203 322 7879
Website	None
Email address	office@ttlondon.org
Date of previous inspection	15 to 17 January 2019

Information about this school

- Talmud Torah London is an Orthodox Jewish independent day school for boys aged five to 13 years.
- The school is registered to admit up to 100 pupils aged between five and 13 years.
- There are currently 89 primary-aged pupils on roll. The school is compliant with its registration agreement with the Department for Education.
- The school intends to enable existing Year 8 pupils to remain at the school as Year 9 pupils from September 2023. Leaders do not intend to have Year 9 pupils until September 2023.
- The school makes no use of alternative provision.
- The school's most recent inspection was a material change inspection in May 2022. The school was judged to meet the independent school standards relevant to the material change. The school's most recent standard inspection in January 2019 judged the school's overall effectiveness to be good.
- The proprietor body is responsible for a separately registered early years provision, also called Talmud Torah London. This is located at 202 Upper Clapton Road, London E5 9DH. The provision, which caters for children aged three to five years, was last inspected by Ofsted in October 2022.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of the proprietor body and members of staff.
- Inspectors did deep dives in early reading, mathematics, science and history. Inspectors discussed these subjects with staff, looked at pupils' work, visited lessons and spoke with pupils. Inspectors also considered some other subjects as part of this inspection.
- Inspectors checked records of the checks on staff suitability and reviewed documentation related to safeguarding, health and safety, fire safety and risk

assessments. Inspectors held meetings with leaders with responsibility for safeguarding. Inspectors spoke with staff and pupils about safeguarding.

- Inspectors toured the premises to check compliance with aspects of the independent school standards.
- Inspectors observed breaktimes and lunchtimes and spoke to pupils about their experiences at school.
- Inspectors considered responses to Ofsted Parent View and spoke with parents informally.

The school's proposed change to the age range of pupils and the maximum number of pupils

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.
- The proprietor has applied to increase the maximum number of pupils on roll from 100 to 125. Leaders also propose to increase the age range of pupils from five to 13 years to five to 14 years. Leaders have planned effectively for the proposed changes. They have made sure that the premises have sufficient space and resources, both for teaching and for pupils' social times. Leaders have also reviewed and made any necessary adaptations to arrangements for promoting pupils' safety and welfare policies.
- In planning for the material change, leaders have revised the curriculum and schemes of work to take account of the proposed increase in the age of pupils admitted. This includes the intended curriculum for PSHE education.

Information about the material change inspection

- The inspectors checked the school's compliance with the independent school standards. They checked the space available to pupils, including outdoor provision. They looked at whether or not the spaces available, including classrooms and other shared areas, are suitable to accommodate the proposed increase in the maximum number and age range of pupils.
- The inspectors checked that the school's policies and programmes of study were in place and suitable for the increased age range of the pupils in the school.
- Inspectors looked at the school's policies and schemes of work related to PSHE education and pupils' spiritual, moral, social and cultural development. Inspectors checked that these were suitable for the intended change to age range. Inspectors reviewed the school's safeguarding and welfare arrangements

(including those related to health and safety, risk assessments and fire safety) in relation to the proposed increase in the number of pupils on roll.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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