

Talmud Torah Yetev Lev

111-115 Cazenove Road, London N16 6AX

Inspection date

27 November 2024

Overall outcome

The school meets 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) to 2(1)(b)(i), 3, 3(a), 3(c) to 3(e)

- The previous inspection found that the secular curriculum was not well thought out. Some subjects did not take into account pupils' prior knowledge. In other subjects, the curriculum was not implemented well. Staff did not routinely have the knowledge or expertise to adjust teaching to meet pupils' needs. This included pupils with special educational needs and/or disabilities (SEND).
- The school's proposed actions for meeting the independent school standards (the standards) lack detail. The proposed reviews of subject plans did not include information about the subjects to be revised and by when. The action plan did not include details about the content of staff training or when it would be delivered.
- The school has improved the organisation of secular subjects. It commissioned support from external consultants and other school leaders to help ensure the curriculum connects information together appropriately. The school selected relevant commercial schemes for some subjects. Mostly, subjects are appropriately planned and sequenced. Where this is the case, subject plans are broken down into long, medium and daily lesson plans. Daily lesson plans set out appropriate details of the learning that takes place. The curriculum includes information about the prior knowledge pupils need to master before moving on.
- The school provides training for staff to implement the curriculum. For example, it recently provided training to help staff make focused adaptations for pupils with SEND. As a result, teachers check that pupils understand important information. They make appropriate adaptations for pupils with SEND to help them learn the curriculum. This includes providing additional resources and support in class if pupils need it.
- Teaching at the school uses detailed plans to deliver the curriculum. The resources align with the subject plans. These include some age-appropriate textbooks. Recently, the school purchased a range of reading books and stories for each year group. Teachers use these as a basis for exploring appropriate concepts across different subjects. The school checks that teaching delivers the curriculum effectively. It uses this information to refine the training and levels of support teachers receive.

Paragraphs 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)

- The previous inspection found that opportunities for pupils' broader development was limited. The school did not provide sufficient teaching to enable pupils to gain knowledge about life in British society. Pupils had limited experiences beyond the academic curriculum.
- The school has taken some suitable steps to support pupils' preparation for opportunities, responsibilities and experiences in British society. The school uses educational visits and experiences to support pupils' understanding. For example, recently, pupils visited different areas of London linked with their learning on the Great Fire of London. The school arranges visiting speakers to share important information about safety. This includes representatives of the police and Transport for London. The school arranges for pupils to visit a local residential home for the elderly and learn about a local school for pupils with SEND. This is to support pupils' broader understanding of diverse life experiences and the importance of treating everyone respectfully.
- The school now meets all the previously unmet requirements of this part.

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

Paragraphs 5, 5(a), 5(b), 5(b)(v), 5(b)(vi)

- The previous inspection found that pupils did not sufficiently promote fundamental British values. For example, pupils did not receive help to understand religions and cultures different to their own. Therefore, opportunities for pupils' spiritual, moral, social and cultural (SMSC) development were limited. The school's promotion of pupils' age-appropriate understanding of the Equality Act 2010 was not well developed.
- Promotion of British values and SMSC has improved. The school has focused curriculum plans to encourage pupils to have an age-appropriate understanding of the Equality Act 2010. The school has enhanced and extended the curriculum for personal, social and health education and linked this with other subjects appropriately. The approach includes projects and teaching about various countries. The work on countries includes relevant information about the culture, customs and traditions. This is to encourage respect and tolerance. The English curriculum includes reading books for each year group chosen to represent diverse cultural traditions and backgrounds.
- The curriculum is relevant, and staff receive training to deliver it. The curriculum is not embedded because it was implemented recently. As a result, currently, pupils' knowledge of a range of cultures and religious traditions remains limited. Nonetheless, the school's actions are appropriate to address the previous failings.
- The school now meets all the previously unmet requirements of this part.

Part 8. Quality of leadership in and management of schools

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

- The previous inspection found new leaders started to make important changes. However, the changes were not embedded. The proprietor body and leaders did not ensure that the school met all the standards.

- This evaluation of the action plan found that the standards may remain unmet if the actions were implemented. This is because the proposed actions were unclear and lacking in detail.
- The proprietor body's and leaders' actions are more focused and direct. They have taken appropriate action to address the previous failings. The school sought advice and support from a range of suitable sources to help them prioritise and target improvements. This includes educational consultants and leaders in other schools. As a result, the proprietor body and leaders have fitting knowledge.
- The new leadership at the previous inspection is now more embedded. Regularly, representatives of the proprietor body monitor that the changes are improving the school. They check that the standards are met securely.
- The school now meets all the unmet standards.

Compliance with regulatory requirements

The school meets 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. 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) 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)(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.
- 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;

- 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.

School details

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| Unique reference number | 100289 |
| DfE registration number | 204/6233 |
| Inspection number | 10370254 |

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.

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| Type of school | Other independent school |
| School category | Independent day school |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Boys |
| Number of pupils on the school roll | 438 |
| Number of part-time pupils | None |
| Proprietor | Talmud Torah Education |
| Chair | Shalom Cik |
| Headteacher | Bernard Margulies |
| Annual fees (day pupils) | None |
| Telephone number | 020 8806 3834 |
| Website | None |
| Email address | mail@satmar.co.uk |
| Date of previous standard inspection | 6 to 8 February 2024 |

Information about this school

- Talmud Torah Yetev Lev is an independent day school for boys from the Satmar Orthodox Jewish community.
- The school is registered for children aged two to 12 years old. However, currently, the school educates pupils aged seven to 11 years old.
- The school is subject to a restriction from the Department for Education (DfE) which prevents the admission of any new pupils. Consequently, there are currently no pupils under the age of seven on roll at the school.
- The school is located at 111 to 115 Cazenove Road, London, N16 6AX and 2 to 6

Chardmore Road, London, N16 6JA. Both premises are situated at the same site.

- The previous standard inspection took place in February 2024.
- The school does not use alternative provision.

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.
- A standard inspection was conducted in February 2024. At the inspection, it was found that the school did not meet the standards in full.
- The DfE required the school to produce a statutory action plan. Ofsted evaluated the action plan in August 2024. Following this, the DfE rejected the action plan.
- This is the first monitoring inspection since the standard inspection took place. It was carried out without notice.
- The inspectors met with representatives of the proprietor body, the headteacher and other senior leaders to check compliance with the standards. Inspectors also reviewed documentation and spoke with staff and pupils.
- The inspection also considered the school's safeguarding arrangements, including whether the school's safeguarding policy is available to parents and carers. These requirements of the standards are met.

Inspection team

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His Majesty's Inspector

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Ofsted Inspector

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