

Wiznitz Cheder School

126b Stamford Hill, Hackney, London N16 6QT

Inspection date

29 January 2025

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(2), 2(2)(b), 2(2)(f), 2(2)(i) and 3 to 3(g)

- The previous standard inspection found the curriculum was poorly designed and sequenced in most subjects. The curriculums for phonics and mathematics were recently introduced and staff did not receive adequate training to implement the curriculum effectively. Adaptations to teaching and resources did not support pupils with special educational needs and/or disabilities (SEND) to learn effectively. The curriculum did not support pupils to acquire a deep and rich body of knowledge. Pupils were not well prepared for the next stage of their education.
- The school's action plan to address the weaknesses lacked detail. It did not set out strategies to improve the full curriculum. The proposals did not include adequate procedures and measures of success of the actions taken.
- The school has since improved the organisation of the curriculum. It enlists support from external organisations to help make decisions about what to teach. As a result, there is now a suitable curriculum policy and appropriate subject plans in place for a range of subjects. These include phonics, mathematics, physical education and geography. The materials and resources to teach the curriculum are appropriate.
- Since the previous inspection, the school has focused on strengthening pupils' knowledge in English and mathematics. These subjects are in the schemes of work from the early years onwards. Pupils regularly read books matched to their knowledge of phonics. The school places high importance on supporting pupils to be confident, fluent English speakers. Leaders expect pupils to speak in English during most lessons and at breaktimes. Leaders make their expectations clear to staff and pupils. As a result, pupils who speak English as an additional language have clear opportunities to practise speaking and embed their knowledge and skills.
- The school has focused on building staff expertise. Recently, the school appointed new and experienced teachers. The appointments support teaching staff to build capability in teaching English and mathematics. Leaders provide relevant training to ensure teaching staff are equipped to implement the curriculum for English and mathematics. The school

also provides training for teaching staff on the strategies to support pupils with SEND. As a result, adaptations to activities and resources are appropriate to ensure pupils with SEND can learn alongside their peers.

- The school has made some improvements to the way it checks what pupils know and remember in relation to the important content in English and mathematics. It has started to use this information to decide what pupils should learn next or whether they need additional support. However, this is not embedded. Currently, the checks are not systematic. As a result, the school does not use the information to address gaps in knowledge swiftly enough.
- The substantial improvements the school has made to English and mathematics are not replicated robustly in other subjects. The school does not ensure the curriculum is implemented consistently across all subjects. Teaching staff have not received sufficiently detailed training to develop subject-specific knowledge across a range of areas. Therefore, pupils' knowledge across different subjects is not secure.
- The school now meets some of the previously unmet standards in this part. However, some 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, the curriculum for personal, social, health and economic (PSHE) education did not include information about a range of cultures and religious traditions. As a result, the school did not adequately prepare pupils for life in modern British society.
- Actions in the school's action plan are vague. The plan does not include reference to the religious traditions and cultures the school intends to include in the curriculum.
- The PSHE curriculum and accompanying documentation now includes appropriate subject content. It includes important messages about respect and equality. The school outlines the religious traditions that pupils will receive information about. The content is appropriately sequenced from the early years onwards. However, the curriculum is not implemented securely. Pupils have secure knowledge about the importance of showing respect and treating everyone equally. However, the school does not ensure pupils know about religious traditions different to their own. Therefore, pupils' knowledge in this area is poor.
- The standard contained within this part remains unmet.

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

Paragraphs 21(1), 21(3), 21(3)(a), 21(3)(a)(ii), 21(3)(a)(iv)

- The previous inspection found the school's administration and oversight of recruitment practices were not sufficiently rigorous. The way pre-employment checks were carried out and recorded lacked clarity.

- The proposed actions to address the failings are unclear. The proposed actions do not provide assurances about leaders' capability to address the unmet standards.
- Leaders have taken appropriate action to address the failings. Staff recruitment is carried out in line with statutory requirements. Suitable pre-employment checks are completed before staff take up their post. Staff qualifications are checked appropriately. The single central record is maintained in line with requirements.
- The standards contained within this part are met.

Part 8. Quality of leadership in and management of schools

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

- The previous inspection found leaders' evaluation of the school's improvements were overgenerous. Leaders' monitoring and oversight of the school was not systematic or rigorous. As a result, the proprietor body did not hold leaders to account effectively. It did not ensure the standards were met consistently and securely.
- The school's action plan shows that leaders attempted to address each of the unmet standards. For example, the proprietor body commissioned support from an education consultant to make necessary improvements. However, the actions were broad and not broken down into specific, measurable steps.
- The proprietor body and leaders have taken some appropriate action to improve the school. For example, the school appointed new teaching staff to lead improvements to the quality of education that pupils receive. However, the improvements are recent and have not had a positive impact across all subject areas.
- The proprietor body now holds leaders to account adequately. For example, it checks that suggested actions from consultants are implemented. However, the proprietor body and leaders do not ensure all the unmet standards are met consistently.
- The standard in this part remains unmet.

Statutory requirements of the early years foundation stage

Paragraphs 1.12, 1.15, 1.16, 1.17, 1.18, 1.19, 2.5 and 3.26

- The previous inspection found that children's limited access to resources or time outside limited their achievement. Several requirements of the early years foundation stage (EYFS) were not met. There were insufficient opportunities for children to learn and reach a good standard of English during the early years. Staff in the early years lacked training to help children achieve well. The school did not use assessment information and knowledge of the children to decide on future learning.
- There are no children of Nursery or Reception age on roll due to the restriction on admitting new pupils to the school that the Department for Education put in place from September 2022, there are no children in the school's early years provision. Nevertheless, the school has worked to improve the curriculum for the early years, anticipating the return of children in the early years provision at a yet undetermined time in the future. The school has reorganised the curriculum so that it includes appropriate content in line with the EYFS requirements. The school's schemes of work show that

leaders intend the phonics programme to commence in the Reception Year. Planning shows that the school's emphasis on communication and spoken English is intended to commence in the early years phase.

- The learning environment is not currently in use. It does not include a wide range of stimulating resources. However, there are some resources readily available for use to implement the planned curriculum. For example, reading books and resources match the school's phonics programme.
- The school proposes to measure regularly how children learn in the early years classes and to use the information to understand where there are gaps in children's knowledge. However, this is not currently implemented due to the restriction on admitting new children to the school.
- Inspectors have not been able to make judgements on compliance with statutory requirements because there are no children currently on roll in this phase and, therefore, the early years provision is not implemented.

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	137809
DfE registration number	204/6004
Inspection number	10359267

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 day school
Age range of pupils	5 to 11
Gender of pupils	Boys
Number of pupils on the school roll	73
Number of part-time pupils	0
Proprietor	Viznitz Limited
Chair	Micheal Rosenberg
Headteacher	Pesach Taub
Annual fees (day pupils)	0
Telephone number	020 88099513
Website	None
Email address	office@viznitzcheder.co.uk
Date of previous standard inspection	30 January to 1 February 2024

Information about this school

- This is an Orthodox Jewish day school for boys aged three to eleven. It is located at 126b Stamford Hill, Hackney, London, N16 6QT.
- The school intends to move to new premises before September 2025.
- Since September 2022, the Department for Education has placed a restriction on the school, preventing it from admitting new pupils to the school. As a result, pupils on roll at the school are age five to eleven years old. There are no children on roll in the early years.
- The previous standard inspection of the school took place on 30 January 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.
- The inspection was conducted without notice.
- The standard inspection in January 2024 found that the school did not comply with the independent school standards. Following the inspection, the proprietor body was required to submit a statutory action plan to the Department for Education. The plan set out the school's proposed actions to address the failings. Ofsted reviewed the plan in June 2024. The Department for Education rejected the action plan.
- To check compliance with the standards, the inspector held meetings with the proprietor, headteacher and other senior leaders. The inspector also spoke with some staff and pupils. The inspector visited lessons and reviewed documentation.
- Inspectors were unable to gather sufficient evidence in order to judge whether all the requirements of the statutory framework for the early years foundation stage relating to the following matters were met: learning and development considerations, English as an additional language, approaches to teaching and learning, a quality workforce focused on learning and development and health and safety, ongoing assessment and training and skills.
- The inspection also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the independent school standards are met.

Inspection team

Andrea Bedeau, 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 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 subparagraph (2) is drawn up and implemented effectively; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 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(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; and

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills
- 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills; and
- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- 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;

Part 4. Suitability of staff, supply staff and proprietors

- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
 - 21(3) The information referred to in this sub-paragraph is—
 - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act; and
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications,

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