

# Talmud Torah Bobov Primary School

87 Egerton Road, London, N16 6UE

**Inspection dates** 23–25 June 2015

<b>Overall effectiveness</b>	<b>Inadequate</b>	<b>4</b>
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Inadequate	4

## Summary of key findings

### This is an inadequate school

- Leadership and management are inadequate. Leaders do not check teaching frequently or extensively enough. They do not know how effective teaching is in helping pupils make progress.
- The quality of teaching is inadequate. Teachers do not routinely use information about pupils' attainment to decide what work to set them. They do not provide good enough feedback on the work pupils complete. This leads to inadequate achievement and pupils' poor progress over time.
- The curriculum does not provide a broad enough range of opportunities to help pupils use and apply their skills. There is no curriculum policy.
- The proprietor has decided that children in the Early Years Foundation Stage will not be taught to read and write in English. Consequently, they are not prepared well enough to begin Year 1.
- The proprietor has not ensured that risks to pupils and other users of the school have been adequately assessed.
- Leaders do not keep track of pupils' attendance over time or record where they go when they leave the school.
- Pupils usually behave well. However, adults are too slow to intervene when pupils occasionally behave in unsafe ways.

### The school has the following strengths

- The headteacher responsible for secular education has recognised the need for improvements to be made and has begun to make some positive changes, albeit limited.
- Pupils gain a good understanding of the beliefs, traditions and values of their own religion.
- Pupils benefit from an improving range of opportunities to develop some aspects of their spiritual, moral, social and cultural education.
- Leaders make sure pupils feel confident about expressing their views and understand fundamental British values such as democracy.

### Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

## Information about this inspection

- This inspection took place with one day’s notice.
- Inspectors conducted observations in 24 lessons. Some of these were with the headteacher responsible for secular education.
- Discussions were held with the headteachers, the leader of the Early Years Foundation Stage and the proprietor. Inspectors talked to two groups of pupils and heard pupils read.
- Inspectors talked to a number of parents at the beginning of the school day.
- Inspectors scrutinised school policies, records related to safeguarding, and information about pupils’ achievement. They also looked at a range of pupils’ written work.
- There were insufficient responses the online Parent View questionnaire for inspectors to draw conclusions. However, the school provided 120 responses to a written parent questionnaire which were taken into account by inspectors. Inspectors also considered nine responses to the staff questionnaire.

## Inspection team

Andrew Wright, Lead inspector

Her Majesty’s Inspector

Angela Podmore

Additional Inspector

David Storrie

Her Majesty’s Inspector

## Full report

### Information about this school

- Talmud Torah Bobov is a larger-than-average primary school. The school provides education for pupils from three to 14 years of age.
- The school opened in 1979. At the time of the last inspection in May 2011, its overall effectiveness was judged to be good.
- The school is on a split site. The early years provision is called 'Egerton Community Nursery'. Nursery pupils attend full time for six and a half hours each day. The school does not use alternative provision for older pupils.
- All pupils come from a Jewish background. Pupils speak Yiddish and write Hebrew as their first language. However, most of the older pupils are also fluent in spoken English.
- A very small minority of pupils who have been identified as having special educational needs.
- The school teaches Kodesh (Jewish studies) for the major part of the school day. The majority of pupils are taught some secular subjects (Chol), including literacy and numeracy, for one and a half hours each day.
- There have been a number of staff changes since the previous inspection, including a new headteacher who took up post in January 2014. This headteacher is responsible for secular studies. Another leader is head of Jewish studies and there is a head of the Early Years Foundation Stage.

### What does the school need to do to improve further?

- Take immediate steps to improve the safety of the premises and assess the risks associated with all activities that involve pupils.
- Improve the quality of teaching so that all inadequate teaching is eradicated by:
  - checking on pupils' progress frequently, and planning lessons that match the needs of all learners
  - providing pupils, especially the more able, with opportunities to use and apply their mathematical and scientific skills more broadly
  - providing a wider range of suitable resources and reading materials to help pupils develop a love of reading in English and enhance their ability to think for themselves
  - catering more effectively for the needs of pupils who are at an early stage of developing skills in English.
- Improve the provision in the Early Years Foundation Stage by:
  - teaching children English from the moment they join
  - assessing and recording children's progress frequently and using this to plan effective learning activities.
- Improve leadership and management so that all independent school standards are met by:
  - ensuring that all members of staff understand their responsibilities and are held to account for fulfilling them
  - identifying expectations for pupils' progress and attendance, and putting in place effective means of tracking their achievement
  - holding teachers more closely to account for the impact they have on the progress of pupils
  - developing the roles of leaders at all levels so that they can play a full part in securing school improvement
  - reviewing the work of the proprietor so that he ensures that all of the independent standards are met.

#### ■ The school must meet the following independent school standards

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. (Paragraph 2(1)(a))

The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education Healthcare Plan. (Paragraph 2(1)(b)(i))

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. (Paragraph 2(2)(a))

Pupils acquire speaking, listening, literacy and numeracy skills. (Paragraph 2(2)(b))

Where the principal language of instruction is a language other than English, lessons in written and spoken English. (Paragraph 2(2)(c))

All pupils have the opportunity to learn and make progress. (Paragraph 2(2)(h))

Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. (Paragraph 2(2)(i))

Teaching 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. (Paragraph 3 (a))

Teaching 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. (Paragraph 3(b))

Teaching involves well planned lessons and effective teaching methods, activities and management of class time. (Paragraph 3(c))

Teaching 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. (Paragraph 3(d))

Teaching demonstrates good knowledge and understanding of the subject matter being taught. (Paragraph 3(e))

Teaching utilises effectively classroom resources of a good quality, quantity and range. (Paragraph 3(f))

Teaching 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. (Paragraph 3(g))

The proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place. (Paragraph 4)

Principles are actively promoted which further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. (Paragraph 5(b)(v))

Principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. (Paragraph 5(b)(vi))

The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school. (Paragraph 7(a))

The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. (Paragraph 11)

The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. (Paragraph 15)

The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy. (Paragraph 16(a))

Appropriate action is taken to reduce risks that are identified. (Paragraph 16(b))

The proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare

of pupils are ensured. (Paragraph 25)

The proprietor ensures that suitable outdoor space is provided. (Paragraph 29(1))

The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently. (Paragraph 34(1)(a))

The proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently. (Paragraph 34(1)(b))

The proprietor ensures that persons with leadership and management responsibilities at the school actively promote the well-being of pupils. (Paragraph 34(1)(c)).

■ **The school must meet the following aspects of the statutory framework for the Early Years Foundation Stage (2014)**

Support children in the four specific areas of literacy, mathematics, understanding the world and expressive arts and design. (Paragraph 1.4)

Provide educational programmes involving activities and experiences for children in literacy and personal, social and emotional development. (Paragraph 1.5)

Consider the individual needs, interests, and stage of development of each child. Use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. (Paragraph 1.6)

Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the Early Years Foundation Stage, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. (Paragraph 1.7)

Assess each child's level of development against the early learning goals. (Paragraph 2.7)

Provide Year 1 teachers with a copy of the Early Years Foundation Stage profile for each child. (Paragraph 2.8)

Take all necessary steps to keep children safe and well. (Paragraph 3.2)

Ensure that premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. (Paragraph 3.54)

Take all reasonable steps to ensure staff and children in their care are not exposed to risks and are able to demonstrate how they are managing risks. (Paragraph 3.64)

## Inspection judgements

### The leadership and management are inadequate

- The proprietor has failed to ensure that all of the independent school standards are met. In addition, he has not ensured that all of the statutory requirements for the Early Years Foundation Stage are complied with.
- Leaders are not able to make accurate evaluations of the impact of teaching on pupils' achievement. This is because checks on pupils' progress are not made frequently enough. Regular checks are made on older pupils' progress in spelling. A check was made on some pupils' achievement in English earlier in the current school year but their subsequent progress has not been assessed. Checks on achievement in other subjects are even less frequent. As a result, leaders do not have sufficient information to make sure that they are providing equality of opportunity for pupils.
- Leaders have made the necessary checks on the suitability of staff to meet the requirements of the regulations. However, senior leaders and the proprietor have not ensured that the school's work to keep pupils safe and secure meets requirements. Inspectors identified a number of risks posed by the premises and pupils' activities which have not been adequately assessed and managed by leaders. For example, parts of the area which pupils play in outside are shared by the neighbouring synagogue, which is also accessible to members of the community.
- The proprietor and other leaders do not collect or analyse rates of pupils' attendance over time. It is not possible for them to gauge how well pupils attend school or to compare attendance rates with national norms. Leaders are therefore unable to pick up quickly and challenge poor attendance or recognise improvements.
- Pupils are closely supervised at all times. However, members of staff do not always challenge pupils promptly or effectively enough when they behave in an unsafe manner.
- The curriculum includes activities within the required seven areas of learning but does not allow pupils to make consistent progress over time. This is because schemes of work are not comprehensive enough and not enough time is given to the secular curriculum. The headteacher has introduced a wider range of learning materials and proprietary schemes of work to enrich the curriculum in recent months. However, these have not been used effectively to broaden the range of learning of pupils. The impressive outcomes of a recent art competition show what pupils are capable of achieving, when given the opportunity to apply their skills.
- Some aspects of pupils' spiritual, moral social and cultural education meet the requirements of the standards. Pupils are taught to consider the views of others and question their own actions. They demonstrate courtesy and respect for one another and value one another's views. However, opportunities for pupils to learn about other faiths are limited. The headteacher has recently provided pupils with a number of opportunities to learn about the way of life of those outside their immediate community. However, pupils are not given enough chance to develop an appreciation and respect for the chosen lifestyles of others.
- Limited guidance is provided for older pupils about careers and choices for courses of study. This guidance does not ensure pupils understand the full range of future options which might be available to them.
- Leaders provide the necessary information to parents in a school prospectus. The safeguarding policy has recently been updated and meets requirements. Parents are positive about leaders' work. There are suitable arrangements in place should they wish to make a complaint.
- The headteacher checks on the work of teachers regularly. However, these checks are not used to set objectives aimed at managing teachers' performance. As a result, they are not effective in improving the quality of teaching or determining training needs.
- The headteacher for secular education has started to make some improvements. However, middle leaders are not often asked to consider their impact on these plans. Some recent changes to roles and responsibilities introduced by this headteacher have begun to hold teachers more closely to account. The recently appointed leaders for English and special educational needs are beginning to evaluate the impact of their actions but do not receive enough challenge or support from the proprietor or senior leaders.
- Pupils raise money for charities such as the Royal British Legion Poppy Appeal. The headteacher has enabled pupils to understand the contribution which the services make to people's lives. Pupils learn about democratic processes through the election of school councillors. This helps pupils prepare for their future lives in modern Britain.

### ■ The governance of the school:

- The proprietor has sole responsibility for governance. He meets regularly with a management committee to discuss the work of the school, though no formal records are made of these meetings. The proprietor has failed to ensure that the premises are as safe as possible. He has not made sure that the school's financial resources are used effectively enough in raising standards. The proprietor has decided that English is not taught to children until they enter Year 1. The proprietor has not ensured that the independent school standards have been met.
- There is insufficient information available to enable the proprietor to make well-informed decisions about teachers' pay. This is because he has failed to ensure that leaders check effectively on pupils' progress or on teaching. The proprietor does not keep systematic records of the work that he and his management committee does to hold school leaders to account.

## The behaviour and safety of pupils are inadequate

### Behaviour

- The behaviour of pupils requires improvement. Pupils behave very well in lessons and get along with one another in a convivial manner. They show respect for their teachers and understand the values of the school and their faith. Low level disruption in lessons is extremely rare.
- Pupils say that bullying and other discriminatory behaviour is rare in school. The behaviour policy makes provision for recording and monitoring any serious concerns but leaders say there has been no need to use this. Pupils understand some ways in which bullying may occur. There have been no exclusions.
- Leaders ensure pupils understand the need to consider opposing views and respect the opinions of others. Pupils demonstrate confidence in expressing their views. Leaders take the suggestions made by school councillors seriously. However, the knowledge pupils are able to use to form their views is restricted by the limitations of the curriculum on offer.

### Safety

- The work of the school to keep pupils safe and secure is inadequate. Potential risks arising from the premises and activities have been inadequately identified or assessed. For example, dangers in and around the outdoor area used for physical education have not been picked up. A stairwell near the area used for children to play outside had not been adequately assessed for risks until this was identified during the inspection.
- Even though computers are not a regular part of the experience of many pupils, they understand the dangers which the internet might pose to them. Pupils are taught how to stay safe when using public transport. However, some pupils play and move around the school in a manner which could endanger themselves or others. Adults who supervise these pupils do not always recognise and challenge this behaviour.
- Attendance is recorded appropriately on a daily basis but records over time are not kept. Therefore, leaders are unable to determine or provide attendance and absence rates. Leaders do not monitor attendance patterns over time or record the details of school leavers' next school in the admissions register. They have failed to recognise the potential risks these omissions may pose to the safety of pupils.
- The school's safeguarding policy has recently been updated and is understood by staff. Appropriate training has been completed and all adults who work in or regularly visit the school have been checked for suitability.

## The quality of teaching is inadequate

- The quality of teaching is inadequate because teachers do not use sufficient information about pupils' prior learning to plan lessons that are appropriate to their abilities. As a result, pupils make inadequate progress from their starting points. This is the case in reading, writing and mathematics as well as other areas of learning.
- Teachers explain new ideas and learning to pupils but there is little attempt to adapt these explanations to meet the needs of different groups. Pupils in each class usually all do the same work regardless of ability. Their responses in books show that this is often either too easy or too hard for them.
- The range of resources and quality of books available to pupils is not sufficient to enable them to make

adequate progress in their learning.

- Teachers do not provide effective opportunities for pupils to use and apply their learning in mathematics and science to solving problems or investigating their own predictions. This particularly limits the progress of more-able pupils.
- Teachers do not consider the different stages of acquiring English which pupils for whom it is an additional language are at. As a result, lessons do not meet the needs of those who are at an early stage.
- The school devotes the majority of the day to pupils' Jewish religious education. Teachers are successful in helping pupils acquire a broad knowledge of the beliefs, teachings and customs of their own religion. They encourage pupils to apply their religious understanding to consider moral decisions in their own lives. However, less than two hours a day are devoted to secular studies. This does not provide sufficient time for pupils to make adequate progress.
- The recently appointed leader for disabled pupils and those with special educational needs has introduced more regular and detailed checks on pupil progress. Teachers responsible for additional support given to these pupils are held more closely to account for the impact of their work as a result. However, the extent to which these pupils can apply their new learning in other lessons is not checked thoroughly enough.
- Teachers do not give enough effective written feedback on pupils' written work. As a result, pupils do not receive the guidance they need to help improve their work or deepen their understanding.
- As a result of recent improvements introduced by the headteacher for secular education, teachers are beginning to help pupils learn to read and spell in a more systematic manner. These developments are a positive move but leaders have not checked their impact on achievement sharply enough.
- Teachers and pupils demonstrate a mutual respect. This leads to positive behaviour from pupils in lessons even when teaching is of poor quality.

### The achievement of pupils

### is inadequate

- Checks made in October 2014 showed that nearly all pupils from Year 3 to Year 8 were at least one year behind the levels of achievement expected. Leaders do not plan to check on progress again until October 2015. As a result, they do not know how much progress pupils are making.
- Checks on achievement in the seven required areas of the curriculum have not taken place. Pupils' books indicate that they have very limited opportunities to learn across the whole curriculum and make progress. Much of the work seen is repetitive and limited in scope. Therefore, leaders cannot tell how well pupils are achieving.
- Information about pupils' achievement at the end of the Early Years Foundation Stage is not used to plan work for them when they enter Year 1. There is no information about achievement in English because this is not taught in the Early Years Foundation Stage. The achievement of children in English on entry to the Early Years Foundation Stage is not considered or used to plan work by the school.
- Pupils who read to inspectors demonstrated skills broadly typical for their age. However, leaders agreed that not enough has been done to promote the enjoyment of reading. The range of books available do not enable pupils to read broadly enough.
- Pupils' mathematics books show that the work they are given is not matched well to their abilities. There is not enough evidence of pupils being challenged to apply their skills to solving problems.
- Disabled pupils and those with special educational needs are being identified more accurately by the recently appointed special needs leader. Short-term targets for their progress are set and checked frequently. As a result, most of these pupils are beginning to make better progress.
- Pupils who speak English as an additional language constitute nearly the whole of the pupil population. However, leaders do not identify and track the progress of those who are at an early stage of developing their English skills.
- Pupils' progress in their Jewish religious education is promoted by extensive opportunities to learn about their faith and the strong subject knowledge of teachers. Activities through which pupils can learn about other faiths are provided, but are much more limited.
- Pupils' personal development is benefitting from recent improvements to the range of opportunities for them to learn about the way others outside their community live their lives. Older pupils receive some limited guidance about how to consider future courses and careers.

**The early years provision****is inadequate**

- Children do not learn to read or write in English during the Early Years Foundation Stage. Opportunities to speak and listen in English are very limited. Therefore, the teaching of English and children's achievement in this subject are inadequate.
- Teachers provide a very limited range of activities for children to choose from during the school day. The quality of help they receive to make the most of these is variable. Checks on children's progress in acquiring early skills are not used well by teachers to plan future activities. As a result, children do not make the progress of which they are capable. Together with the lack of opportunities to learn English, this means children are inadequately prepared for Year 1.
- There are good ratios of adults to children. However, members of staff do not always intervene promptly enough when children make unsafe choices such as climbing on stair railings. Children are not always challenged to take responsibility looking after their environment. This limits their social development.
- The Nursery and Reception classes are kept clean and tidy but there are risks associated with the premises which have not been assessed. This places children at unnecessary potential risk. The hot water supply to the setting was restored during the inspection but leaders were not able to tell inspectors how long it had been interrupted prior to this.

The leader of the Early Years Foundation Stage ensures that records of achievement are kept for each child and that all children have a key worker. However, the progress children make towards the early learning goals are not thoroughly or systematically recorded. As a result, leaders have only a superficial understanding of children's progress and need to complete additional checks on attainment when they begin Year 1.

## What inspection judgements mean

### School provision

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).

## School details

<b>Unique reference number</b>	100298
<b>Inspection number</b>	464155
<b>DfE registration number</b>	204/6385

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.

<b>Type of school</b>	Jewish day school for boys
<b>School status</b>	Independent school
<b>Age range of pupils</b>	2–13
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	273
<b>Number of part time pupils</b>	Nil
<b>Proprietor</b>	Rabbi B Halberstam
<b>Headteacher</b>	Mr E Spitzer
<b>Date of previous school inspection</b>	10 May 2011
<b>Annual fees (day pupils)</b>	Nil
<b>Telephone number</b>	02088091025
<b>Email address</b>	Admin@bobovprimary.co.uk

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