

# Talmud Torah Bobov Primary School

87 Egerton Road, London N16 6UE

## 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)(i), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(f), 2(2)(h), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 4.*

- The inspection in June 2015 found that there was no curriculum policy. Subject policies were not clear about who was responsible and accountable for the impact of teaching on pupils' progress. The school's action plan submitted to the Department for Education (DfE) did not address these issues fully. Nevertheless, in March 2016 an acceptable written curriculum policy was drawn up, which gives clear lines of accountability.
- The previous inspection found that schemes of work had not been adapted sufficiently well to meet the needs of pupils. There was no scheme of work for English in the early years. Teachers did not have enough information drawn from their assessment of children's skills to be able to adapt the schemes of work to their needs. In its action plan, the school stated that schemes of work would be revised and that they would show how success could be measured for all pupils, including those in the early years. As a result, schemes of work have been rewritten and now meet requirements. The early years subject plans for English meet requirements and include such topics as colours, fire safety and oral hygiene. Checks on children's abilities and aptitudes are made during the first few weeks at the school. Teachers use this information effectively to plan stimulating activities that are carefully matched to children's abilities.
- At the time of the previous inspection, opportunities across a range of subjects were limited by poor resources and by the fact that no English language skills were taught before Year 1. Opportunities to develop pupils' speaking, listening and numeracy skills were also not sufficiently clear. The teaching of English language was not good enough to enable older pupils to make at least the expected progress. In its action plan, the school indicated that it intended to revise the schemes of work for English and ensure that all seven of the required curriculum areas would be in place. This also included making sure that pupils acquire speaking, listening and numeracy skills across subjects. As a result, English language skills are now taught from the Nursery onwards. Displays, resources and washing facilities are clearly labelled in both English and Yiddish in the early years classrooms. Teaching is now in both Yiddish and English. In the schemes of work, all seven of the required areas are now covered, as are speaking, listening, literacy and numeracy skills. The school's information shows that, overall, pupils are making expected progress in English.
- The inspection in June 2015 identified that there was no prior attainment information for teachers to use in their planning in English for Year 1 pupils. Assessments for other year groups and in other subjects were not frequent enough to ensure that teachers

had a good understanding of pupils' skills. The action plan did not deal with the fact that teachers were not receiving information about pupils' prior attainment. The inspection also found that teachers did not set work to enable pupils to achieve well and be effectively prepared for their futures. This was particularly the case for the most able and pupils of different abilities. In its action plan, the school indicated that the curriculum would be revised and that more robust assessment systems would be introduced. During this inspection, leaders were able to show convincing evidence that teachers are now given information about pupils' prior attainment. They have revised the assessment policy and strengthened procedures for monitoring how well pupils learn and achieve. Checks on pupils' progress are now made and recorded on a helpful system.

- The previous inspection found that teachers' planning was weak because assessment information was not readily available for staff. It also identified that teachers' subject knowledge was too variable to ensure that pupils make good progress. Additionally, the inspection found that classroom resources were not of a consistently good quality and range. However, the action plan did not indicate how leaders intended to improve teaching and insufficient action has been taken to address this. The school's new headteacher has a clear vision and robust strategy for improving the quality of teaching in all subjects. This includes investing in a range of new resources and developing teachers' subject knowledge and teaching abilities. However, it is too early to judge its impact on ensuring that pupils achieve well in all aspects of the curriculum.
- The following standards remain unmet: *3, 3(a), 3(b), 3(c), 3(e) and 3(f)*.

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

*Paragraphs 2(1), 2(2)(i), 5, 5(b), 5(b)(v) and 5(b)(vi).*

- The inspection in June 2015 identified that opportunities for pupils to learn about other faiths and the protected characteristics identified in the Equality Act (such as different relationships and lifestyles) were too limited. The action plan did not set out a clear strategy for dealing with this issue.
- The new headteacher has a clear plan to improve the planning of personal, social, health and economic education to ensure that pupils learn about other faiths and cultures consistently and in more detail. However, at present, teaching about relationships, sex or sexuality is prohibited and these topics are not discussed with pupils at any age. As a result, pupils continue to be unprepared for life in modern British society.
- The following standards remain unmet: *2(1), 2(2)(i), 5, 5(b), 5(b)(v) and 5(b)(vi)*.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 11, 15, 16, 16(a), 16(b), 25, 29(1), 29(1)(a), 29(1)(b), 32(1), 32(1)(c).*

- The school's child protection and safeguarding policy was reviewed and updated in January 2017. It is based on the Secretary of State's most recent guidance, 'Keeping children safe in education' (KCSIE), September 2016, and is available to parents in hard copy. All designated safeguarding leaders have attended specific, up-to-date training relating to KCSIE. Leaders have ensured that all staff have been trained

recently and staff confirmed their understanding of Part 1 of the statutory guidance. The school's systems for identifying, responding to and referring concerns about pupils are fit for purpose.

- At the time of the last inspection, in June 2015, it was found that members of the public and pupils shared the same entrance to reach both the synagogue and the school. Also, it was found that the early years outdoor space contained hazards. The action plan did not fully address these requirements. However, this inspection confirmed that the school has built a new entrance to the synagogue so that pupils have their own dedicated, secure entrance. A new reception area has been built to ensure that all visitors are checked in before entering the school. In addition, effective measures have been taken to improve the cleaning of the site and new windows have been installed throughout the main building. The issues concerning the early years outdoor space have now been rectified. The school's health and safety policy is now implemented well and the school's premises are safe, clean and well maintained.
- The inspection in June 2015 highlighted that the admission register did not contain all the required details. In its action plan, the school indicated that it would ensure that the admission register would include dates when pupils join the school, as well as dates and destinations when they leave. The admission register now meets the requirements. It is kept electronically and is regularly updated by the school's safeguarding and compliance officer.
- The school has a clear and up-to-date risk assessment policy and uses an online risk assessment system. During both days of the inspection, a sample of risk assessments were examined. All showed that appropriate actions are taken to reduce risks and help ensure pupils are kept safe.
- All previously unmet standards in part 3 (and the related standards in part 5) are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c).*

- The proprietor has recruited a strong leadership team, overseen by an ambitious headteacher, who, in just three weeks, has conveyed a clear vision for the school and put in place a robust action plan for improving the quality of teaching.
- Leaders have made a positive start towards meeting the unmet independent school standards. They have been successful in addressing the issues regarding the safety and security of the premises, and some aspects of the quality of education provided, especially in the early years.
- However, significant work is required to ensure that all the requirements of the independent school standards are met consistently. As result, the standards in part 8 continue to be 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. These included the standards and requirements that the school was judged as not complying with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **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*

- 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, 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, 3(b)).
- Ensure teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Teaching demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3, 3(e)).
- Ensure teachers utilise effectively classroom resources of a good quality, quantity and range (paragraph 3, 3(f)).
- 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), 5(b)(v)).
- Ensure respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5(b), 5(b)(vi)).
- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

### **The school now meets the following independent school standards**

- Ensure 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), 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, health and care (EHC) plan (paragraph 2(1), 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)).

- Ensure that 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 below compulsory school age have a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2)(f)).
- All pupils have the opportunity to learn and make progress (paragraph 2(2)(h)).
- 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, 3(d)).
- Teaching demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(g)).
- Ensure 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).
- The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7, 7(a)).
- Ensure that relevant health and safety laws are complied with by the effective implementation of the written health and safety policy (paragraph 11).
- Ensure that an admission register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a), 16(b)).
- Ensure 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).
- Ensure that suitable outdoor space is provided in order to enable physical education (PE) to be provided to pupils in accordance with the school curriculum; and pupils to play outside (paragraph 29(1), 29(1)(a), 29(1)(b)).

### **The school now meets the following statutory requirements for the early years foundation stage**

- 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).

## School details

|                         |          |
|-------------------------|----------|
| Unique reference number | 100298   |
| DfE registration number | 204/6385 |
| Inspection number       | 10021710 |

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                       | Jewish day school for boys      |
| School status                        | Independent school              |
| Age range of pupils                  | 2 to 13                         |
| Gender of pupils                     | Boys                            |
| Number of pupils on the school roll  | 267                             |
| Number of part-time pupils           | None                            |
| Proprietor                           | Rabbi B Halberstam              |
| Headteacher                          | Mr C Weissman                   |
| Annual fees (day pupils)             | Fees are voluntary and variable |
| Telephone number                     | 0208 809 1025                   |
| Email address                        | admin@bobovprimary.co.uk        |
| Date of previous standard inspection | 23–25 June 2015                 |

## Information about this school

- Talmud Torah Bobov Primary School has provided education for boys from two to 13 years of age since 1979. All pupils come from an Orthodox Jewish background.
- 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 off-site training for older pupils.
- At the time of the last inspection in June 2015, the school's overall effectiveness was judged to be inadequate.
- In January 2017, a new headteacher joined the school.

## Information about this inspection

- This inspection was carried out over two separate days 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 unmet independent school standards identified at its previous full inspection.
- Both days of inspection were carried out without notice.
- The inspectors were asked to report against some of the requirements contained within Parts 1, 2, 3, 5 and 8 of the independent school standards.
- The school's full inspection in June 2015 identified a number of standards that were not met. The school drew up an action plan for improvement in response to the report. This was evaluated in May 2016 and was judged to require improvement. It was subsequently rejected by the DfE.
- This is the first progress monitoring inspection to judge whether the school has met all the independent school standards.
- On 5 October 2016, the inspector visited the synagogue with senior leaders to check the modifications made to the entrance since the previous inspection. He visited four classrooms with senior staff to observe learning and to look at pupils' work. He held discussions with the proprietor, senior staff and pupils. He scrutinised a wide range of documentation related to the independent school standards including teaching plans and schemes of work. The inspector also reviewed key documents and policies, including those related to safeguarding.
- On 26 January 2017, the inspector visited the school to gather additional evidence. He visited all the premises with the school's compliance leader, including all classrooms. The inspector scrutinised safeguarding, health and safety, risk assessment and admissions documentation. He also met with the school's new headteacher, early years leader and special educational needs coordinator. The inspector also observed the learning of children in the early years.
- There were no responses to the Ofsted online survey (Parent View).

## Inspection team

David Scott, lead inspector

Ofsted Inspector

James Waite, lead inspector

Ofsted Inspector

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