

Talmud Torah London

202 Upper Clapton Road, London E5 9DH

Inspection dates

25 April 2018

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

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and 2(2)(i)

- At the time of the previous inspection, leaders had not ensured that the curriculum included all areas of learning. In particular, pupils' experience of art, music, technology and physical education was limited. Leaders did not ensure that appropriate plans and schemes of work were in place. In addition, leaders had not ensured that there was appropriate provision for pupils' personal, social, health and economic (PSHE) education. Consequently, pupils' understanding of and preparation for life in modern Britain was limited.
- In the action plan, leaders stated that they had appointed a consultant to advise them on broadening the secular curriculum. They explained how they intended to adapt schemes of work and resources. However, not all actions had a timescale and success criteria were not sharply focused.
- A written policy and schemes of work do not exist for the areas of learning, with the exception of English, mathematics and science. The other schemes of work shown to inspectors were taken from other schools or consisted only of a list of topic headings. Work is not sequenced to ensure that pupils make progress. There is no information about how the work is to be adapted for the most able pupils or those pupils who have special educational needs and/or disabilities. Where learning is planned, for example in science, teachers follow the scheme and pupils can talk about the work they have done.
- Pupils have little experience of art and creative subjects and technology. Physical education (PE) is now taught more regularly but the range of activities is limited. Leaders have not improved the provision.
- Plans for teaching PSHE education do not exist. Leaders are using examples from other schools. The implementation is haphazard and is not planned for the school's own pupils and context. Leaders have not ensured that pupils understand the diversity of the population of the United Kingdom. Leaders do not encourage respect for people across the range of protected characteristics.
- The requirements of this paragraph remain unmet.

Paragraph 3, 3(a) and 3(g)

- At the time of the previous inspection, leaders had not ensured that teaching enabled pupils to make progress. Teaching in the secular curriculum lacked coherent planning. Teaching was weaker in the technological, physical, creative and aesthetic areas of learning and in PSHE education. Also, teachers did not use assessment information effectively to set challenging work for the most able pupils.
- Leaders did not address these shortcomings in their action plan but relied on actions being taken to improve the curriculum to follow through into teaching.
- Teaching does not enable pupils to develop knowledge and skills across the curriculum. Teaching does not include a framework to assess pupils' work regularly in all subjects, so teachers have no assessment information to inform their planning to meet the needs of different groups of pupils.
- The requirements of this paragraph remain unmet.
- The school does not meet the requirements for this part.

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

Paragraph 5, 5(a), 5(b), 5(b)(v) and 5(b)(vi)

- At the time of the previous inspection, leaders did not ensure that pupils had enough opportunities to learn about the diversity of the United Kingdom. Principles to encourage respect for all groups of people with protected characteristics were not actively promoted.
- Leaders are beginning to widen pupils' experience. Visiting speakers, including a pilot and a soldier, have come into school to talk about their training, jobs and wider issues, such as safety. Pupils have also learned how to travel on the London underground and have visited local areas of interest, such as Greenwich and Alexandra Palace. However, leaders have no overall plan for developing these experiences and how they relate to subject schemes of work. Leaders have not taken action to ensure that respect for all groups of people with protected characteristics are actively promoted.
- The requirements of this paragraph remain unmet.
- The school does not meet the requirements for this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c) and 32(1)(c)

- The standard was not met at the time of the previous inspection because leaders had not ensured that the independent school standards were met. This had a negative impact on pupils' academic development and well-being. Leaders' action planning varied in quality. However, overall, the plan lacked a sufficiently sharp focus in all areas. In particular, success criteria were too vague.
- Leaders have made almost no progress towards meeting the unmet independent school standards. Governors' appointment of external consultants to help them to broaden and strengthen the secular curriculum has not yet brought about improvement.
- School leaders and governors have a clear vision for the curriculum and teaching. They have appointed an additional staff member to add capacity to the school and provide

additional time for the headteacher of the secular curriculum. There are strengths in teaching. For example, there are good relationships between staff and pupils and teachers use resources effectively. Pupils speak English well. They can apply their knowledge of phonics and read well. However, as yet, leaders have failed to build on these strengths and have not taken the necessary urgent action to improve the quality of education.

- The school's safeguarding policy meets requirements and is available for parents and carers on request.
- The requirements of this paragraph remain unmet.
- The school does not meet the requirements for this part.

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	142572
DfE registration number	204/6012
Inspection number	10049204

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 school
Age range of pupils	5 to 7
Gender of pupils	Boys
Number of pupils on the school roll	22
Proprietor	Talmud Torah London Ltd
Chair	Alexander Halpert
Headteacher	Rabbi Chaim Schachter and Mrs Rachel Gluck
Annual fees (day pupils)	Variable, depending on the ability of parents and carers to pay
Telephone number	020 3322 7879
Website	The school does not have a website
Email address	talmudtorahlondon@gmail.com
Date of previous standard inspection	27–29 June 2017

Information about this school

- Talmud Torah London opened in September 2015. In February 2016, the school was registered for 20 boys aged from five to seven years. The school's first standard inspection was in June 2017.
- The school caters for the Orthodox Chassidic community of Hackney in north London. It is located in a synagogue and shares the premises with a separately registered early years provision.
- The school currently has 22 pupils on roll, which is above its capacity of 20. This is a breach of the school's registration.
- Pupils learn in Yiddish in the morning and in English in the afternoon during the secular

curriculum.

- A very small number of pupils currently on roll have an education, health and care plan. The school also educates a small minority of pupils who have special educational needs and/or disabilities.
- There are two headteachers, one for Jewish studies and one for secular subjects.
- The school aims to 'encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education which reflects Orthodox Jewish values'.

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.
- This was the first monitoring inspection since the full standard inspection in June 2017.
- The inspection took place without notice.
- The inspection focused on Parts 1, 2 and 8 of the independent school standards.
- The inspector made a tour of the building.
- The inspector talked with a small group of Year 2 pupils.
- The inspector met with the two governors, including the chair of governors, who represented the proprietors. The inspector met with the headteachers.
- The inspector scrutinised a range of curriculum documents and samples of pupils' work.
- The inspector considered the 11 responses to the Ofsted online questionnaire, Parent View.

Inspection team

Janet Hallett, lead inspector

Her 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 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 2(2)(a) 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;
 - 2(2)(d) personal, social, health and economic education which:
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 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(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;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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
 - 34(1)(c) actively promote the well-being of pupils.

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