

Yesodey Hatorah School

2-4 Amhurst Park, Hackney, London N16 5AE

Inspection dates

6–8 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- The proprietor and governing body have not ensured that the school makes pupils aware of all the protected characteristics under the Equality Act 2010. As a result, the school does not meet all the independent school standards.
- Pupils do not develop an understanding of different faiths, beliefs and cultures in modern Britain.
- Pupils are not taught skills consistently that they need to keep themselves safe on the internet.
- Leaders have worked to improve literacy skills across the school. However, pupils do not study the work of a sufficiently wide range of authors, particularly in the secondary provision.
- Teachers insufficiently use questioning to deepen pupils' understanding, particularly that of most-able pupils.
- The opportunities for pupils to learn a wide range of skills in their physical education (PE) lessons are limited.

The school has the following strengths

- Teaching in religious and secular subjects is good. As a result, pupils make good progress across the school, including in the early years.
- Pupils behave well. They are polite and respectful to each other and the adults who work in the school. There is strong provision for their spiritual and moral development, underpinned by the school's Jewish ethos.
- Governors and leaders have acted swiftly on the recommendations from the previous inspection. As a result, the leadership of safeguarding and the school's promotion of health and safety are significantly stronger.
- The implementation of leaders' well-thought-out plans to provide pupils with broad careers guidance is starting to make a positive impact.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 (the 'independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- The proprietor, governors and leaders should ensure that the school meets all the independent school standards by:
 - encouraging respect for people, paying particular regard to the protected characteristics
 - actively promoting mutual respect and tolerance of different faiths, beliefs and cultures in modern Britain.
- Improve the quality of teaching, learning and assessment by:
 - continuing to encourage the study of a wide range of books and authors, particularly in the secondary provision
 - providing pupils with opportunities to develop skills in a wide range of activities in physical education lessons
 - stretching pupils' thinking, particularly that of the most able pupils, through deeper questioning.
- Improve pupils' welfare and development by ensuring that:
 - internet safety skills are taught progressively through the school
 - leaders' positive work to provide pupils with broad careers guidance is continued and extended.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The proprietor and governors continue to limit the promotion of respect for the protected characteristics defined by the Equality Act 2010. Pupils are not given an age-appropriate understanding about the different types of family relationships in modern Britain, especially those protected by law. As a result, the independent school standards continue to be unmet.
- There are limited opportunities for pupils to learn about the range of faiths, beliefs and cultures in modern Britain. Pupils are rarely exposed to cultures other than their own.
- The school operates a policy of segregation by sex because girls are taught separately from boys. The policy means that boys are not given access to the library facilities located in the girls' section; and girls have no access to the facilities available in the newly built wing. As such, the policy constitutes discrimination contrary to the Equality Act 2010. Leaders have secure plans in place to register the current girls' building as a separate primary school for girls.
- Leaders have worked well to develop teamwork between senior and middle leaders. They have a strong understanding of their areas of responsibility and have strengthened monitoring arrangements since the previous inspection.
- Middle leaders are a strength of the school. They work closely with senior leaders and are making a noticeable difference. This is particularly evident in the strong leadership of special educational needs, where pupils benefit from a broad range of support.
- The religious and secular subjects are managed well. There are many opportunities for pupils to benefit from cross-curricular learning during themed topics.
- Staff benefit from and value the professional development they receive to help them to improve their own practice, including external training. This has helped to improve the quality of teaching and outcomes in phonics and literacy, for example.
- The school's Jewish ethos provides a very strong grounding for pupils in their spiritual and moral development. Pupils are given opportunities to consider how society can support groups of people with a disability, such as those who are visually impaired. They learn about the importance of the rule of law in both religious and secular subjects. Pupils learn about democracy and deepen their understanding about the role of public figures by meeting with local councillors.

Governance

- The proprietor and governors have not ensured that all the independent school standards are met, with particular reference to the promotion of respect for protected characteristics.
- Governors visit the school regularly and have provided support and challenge leading to many positive changes to procedures. They have been effective in improving the leadership of safeguarding and the strategic management of the site. As a result, the school now complies with regulations regarding safeguarding and health and safety.

- Governors have a strong understanding of the school's strengths and use the information provided to them by senior leaders to respond quickly to concerns. For example, they invested in additional training and resources to improve phonics teaching.

Safeguarding

- Leaders have improved the oversight of safeguarding and the premises management of the school significantly. As a result, the arrangements for safeguarding are now effective. The school's safeguarding policy reflects the latest statutory guidance and is available to parents on request.
- New structures for leading safeguarding are effective. Leaders are well trained and cooperate to ensure that there are no gaps in provision. Staff are trained in the latest statutory guidance and know how to raise concerns, including contacting external agencies.
- The site management of the school has improved. Leaders are knowledgeable about how to maintain standards of health and safety. For example, they manage new building work well by ensuring that the site is safe and secure for pupils.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment continues to be good. Classrooms provide calm environments and positive relationships allow pupils to make good progress.
- The work set for pupils typically matches their needs well. Teachers plan interesting lessons which pupils enjoy in both religious and secular subjects. There is a clear sequence of learning that enables pupils to build on their prior learning well.
- The teaching of mathematics is a strength. Pupils learn to acquire and consolidate calculation strategies. Teachers build on these skills to develop pupils' mathematical reasoning. For example, in the secondary provision boys demonstrated a good understanding of how to use different methods to solve problems involving surds.
- There is a strong emphasis on building pupils' speaking and listening skills. For example, in a Year 4 science lesson, pupils prepared speeches from different points of view about the importance of protecting endangered animals. This helped pupils to express their views with confidence. In religious subjects, pupils are confident and are encouraged to use technical vocabulary well. This helps them to deepen their understanding of words in Hebrew and English.
- The use of additional adults to support pupils' learning is typically strong. Pupils benefit from individualised support that enables them to catch up on learning or correct misconceptions. Support for pupils with special educational needs and/or disabilities (SEND) is strong because of well-targeted provision.
- The teaching of writing has been a school priority. As a result, pupils' writing is typically neat and legible. In some year groups, effective links are made between pupils' reading activities and their writing, for example identifying how vocabulary and phrases from their reading activities can be deployed.
- In reading, pupils develop strong comprehension skills, particularly in religious subjects. The teaching of phonics enables pupils to apply letters and sounds to their reading and

writing. Some teaching encourages pupils to read challenging texts that extend their skills and confidence as readers. For example, Year 6 pupils demonstrated fluency in reading the novel 'The Silver Sword' and the ability to make inferences from the text. However, particularly in the secondary provision, pupils' reading is restricted to a narrow range of books.

- Teachers use questioning well to check pupils' understanding. However, questioning is less effective in stretching pupils' thinking, particularly that of the most able pupils.
- The quality of teaching and learning in physical education is limited. Pupils do not develop a wide range of skills as activities only involve playing simple games.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- There is no systematic provision for pupils' learning about internet safety. As a result, pupils have a varied understanding of keeping safe online.
- Pupils feel safe and know who to go to if they have a concern. They are taught how to keep themselves safe, for example on public transport. Parents and carers agree overwhelmingly that their children are safe and well cared for.
- The school's strong Jewish ethos supports pupils in developing a respectful attitude to each other and adults within the school and the local community. They know the importance of being responsible citizens in British society.
- Leaders have responded to recommendations in the previous inspection report to provide pupils with broad, impartial careers guidance and the new programme is beginning to have an impact. As a result, secondary pupils are now gaining an understanding of different options available to them after leaving school.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well and are polite and courteous. In classrooms, they are enthusiastic about their learning. During lunch and playtimes, pupils play and talk to their friends sensibly.
- There is very little low-level disruption. Incidents of serious misbehaviour are rare. Pupils told inspectors that bullying is rare in their school and adults are quick to resolve any minor issues that do occur.
- The attendance of pupils is similar to the national average. Pupils are punctual and ready for their learning.

Outcomes for pupils

Good

- Pupils make good progress over time across a range of subjects.
- The proportion of pupils working at age-related expectations in mathematics at the end of

key stages 1, 2 and in the secondary provision is above that found nationally. Pupils develop good calculation skills and apply these well.

- Pupils make strong progress in religious subjects. They have a firm grasp of Jewish law and its application to different contexts. They relate this well to their understanding of British law. Pupils acquire early reading skills for Hebrew in the primary section. By Year 10, the majority are fluent at comprehending complex Hebrew texts.
- Attainment in the secondary provision is typically above the national average by the time pupils leave the school. In 2018, however, overall attainment fell and was broadly in line with the national averages.
- Pupils make good progress across a range of subjects. For example, pupils make strong progress in the recently introduced art GCSE. They demonstrate a strong understanding of different artists and confidently make their own choices about which styles and media to use.
- In history, pupils acquire good knowledge and understanding of different events. For example, Year 9 and 10 pupils demonstrated a strong understanding of the causes of the First World War and the Russian Revolution.
- In key stage 1, pupils' attainment in reading and writing is not as strong as in other subjects. However, here and in key stage 2 a focus on improving pupils' literacy skills is making a clear difference. By Year 6, pupils write fluently and with increased accuracy in use of punctuation, and read fluently and with expression. However, the range of reading undertaken by secondary age pupils is narrow and their knowledge of authors and writing styles is therefore limited.
- The most able pupils do not typically make the stronger progress of which they are capable.

Early years provision

Good

- The early years provision is good because children make good progress in early reading, writing and speaking and listening. The curriculum enables children to develop their knowledge and understanding in religious and secular subjects. Leaders ensure that the school effectively meets the early years standards.
- Children enter the early years with skills typically above the national average. They make good progress and leave ready for their learning in Year 1. Children develop into confident learners.
- The behaviour of children is good because of high expectations from adults. Transitions between learning activities are managed very well and routines are well established. As a result, children follow instructions and use resources sensibly. Adults are vigilant and enable children to learn in a safe and happy environment.
- The curriculum enables children to make good progress across all areas of learning. There is a strong focus on children's speaking and listening, which are developed in a range of ways including singing and discussion. For example, during snack time children talk enthusiastically and make choices about what they want to learn next.
- Staff use creative approaches that engage children in their learning. Children reflect on stories in religious and secular subjects. Role play areas enable children to develop early

literacy skills. For example, children used the role play area to act out being in a veterinary surgery and then wrote about what it was like there.

- There are many opportunities for children to develop physically and socially. They use the resources well, including in the outdoor area. Children enjoy using the 'monkey bars' and play safely with their friends. Children learn through trips to local shops, and by posting letters in a post office.
- There are strong links with parents which are highly valued. Regular communication and informal updates enable parents to understand their child's progress.

School details

Unique reference number	100287
DfE registration number	204/6072
Inspection number	10055368

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 category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	698
Number of part-time pupils	0
Proprietor	Rabbi C Pinter
Chair	Mr S Wahrfatig
Headteacher	Mrs R Deutsch
Annual fees (day pupils)	£4,500
Telephone number	020 8800 8612
Email address	office@yhsl.org.uk
Date of previous inspection	16–18 May 2017

Information about this school

- Yesodey Hatorah School serves the orthodox Jewish community in Stamford Hill, North London. The school offers primary education to boys and girls and secondary education to boys. Girls and boys are taught separately in different buildings.
- The school was last inspected in May 2017, when it did not meet all the independent school standards and was judged as inadequate. As a result, the school submitted an action plan to identify how it would address unmet standards. An evaluation of the action plan was completed in February 2018 by Ofsted in which some standards were judged as unlikely to be met.
- Since the previous inspection, a new wing has been built, which is used by boys for primary and secondary education. The ground floor of the new building is yet to be

completed.

- Pupils learn 'Kodesh' (religious education) during the morning and 'Chol' (secular studies) in the afternoon.
- The school has no website and policies are made available to parents on request.
- A pre-school provision is located on the same site and is inspected separately.
- No pupils attend any off-site provision.

Information about this inspection

- The inspection was carried out with one day's notice.
- Meetings were held with governors, senior leaders, middle leaders, external school consultants and staff.
- During the inspection, governors shared community concerns about inspectors speaking to pupils. As a result, on the second day of the inspection, inspectors decided not to speak with any pupils. On the third day of the inspection, inspectors were able to speak to many pupils and gather evidence about their learning and views about the school.
- Inspectors observed learning in all year groups in both religious and secular lessons. The majority of lesson observations were undertaken jointly with senior leaders.
- Inspectors scrutinised pupils' work in lessons and during formal meetings with pupils to discuss their learning.
- Inspectors considered a range of documentation, including safeguarding arrangements, behavioural records, risk assessments and health and safety procedures. Inspectors checked the school's compliance with the independent school standards.
- Inspectors took into account the responses to Ofsted's online survey, including 39 responses from parents and eight from staff. Inspectors also considered the views of parents at the end of the school day.

Inspection team

Noeman Anwar, lead inspector	Her Majesty's Inspector
Maureen Okoye	Ofsted Inspector
Alison Moore	Ofsted Inspector
Nick Flesher	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 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(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].

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)(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.

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