

# Talmud Torah Bobov Primary School

87 Egerton Road, London N16 6UE

**Inspection dates**

14 February 2019

**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)(i), 2(2), 2(2)(a), 2(2)(b), 2(2)(c) and 2(2)(h)*

- At the time of the May 2018 inspection, it was judged that the curriculum was too narrow because pupils had too few opportunities to acquire knowledge in science, the humanities, technology and the creative arts. Curriculum plans for these subjects were not in place. As a result, pupils' outcomes were inadequate. Further, pupils in Year 8 did not receive teaching in English.
- A range of appropriate actions was outlined in the school's plan to address these shortcomings. These included the development of new curriculum plans in English, mathematics and science to meet pupils' differing abilities and needs. They also included suggested resources for every learning objective. Leaders intended to revise the curriculum plans for mathematics and English, so they support pupils to make steady progress in both subjects. Leaders also planned to ensure that all secular lessons would be taught in English, with additional training for any teachers who found delivering lessons in English difficult. In addition, new teachers would be recruited where needed.
- Leaders have followed through on most actions. New subject plans are in place for mathematics, English, history, geography and science. This is not the case for the creative subjects. Teaching in mathematics and English is structured, and there are clear learning objectives for each lesson. There is guidance for teachers on resources and teaching approaches to meet the differing needs and abilities of pupils. Visits to lessons, scrutiny of pupils' books and school assessment information show that progress in English and mathematics is strengthening. As a result, underachievement identified at the last inspection is beginning to be addressed. However, delivery of science, geography and history is at an early stage.
- Across both the Chol (secular) and Kodesh (Jewish) studies, pupils have opportunities for craft and artwork. However, these are no overarching plans for either of these subject areas. Consequently, coverage and progression across all age groups, as well as pupils' aptitudes and needs, have yet to be ensured.
- There is now greater focus on pupils' acquisition of English, although pupils in Year 8 still do not have access to the full secular curriculum. The delivery of lessons in English has improved. Some of the Chol curriculum, such as geography, is delivered in Kodesh time.

Overall, the time given to the required areas of learning remains too short.

- The requirements of paragraphs 2(2)(b) and 2(2)(c) are met.
- The requirements of paragraphs 2(1), 2(1)(a), 2(1)(b)(i), 2(2), 2(2)(a) and 2(2)(h), and hence paragraph 2, remain unmet.

*Paragraph 2(2)(d), 2(2)(d)(ii) and 2(2)(i)*

- The previous inspection found that provision for pupils' personal, social, health and economic (PSHE) education was too limited. This hindered pupils' preparation for life in modern Britain. This was because the school did not give due attention to promoting pupils' respect for all the protected characteristics covered by the 2010 Equality Act.
- The school's action plan states that leaders will promote British values and highlight the importance of respect and tolerance for every person, including for the protected characteristics. Leaders intend to deliver this through assemblies, lessons, the PSHE programme and other activities. There is also mention of a new programme for PSHE and life skills. However, it is not clear how the revised programme would be structured, what pupils would be taught, or if all the protected characteristics covered by the 2010 Equality Act would be promoted.
- Leaders have completed their planned actions to revise the PSHE programme. The revised programme is well considered in terms of breadth and depth to prepare pupils for adult life in modern Britain. Topics such as making choices, equality, respect and understanding democracy are covered. However, it is clear that not all of the protected characteristics covered by the 2010 Equality Act will be fully promoted.
- The requirements of paragraph 2(2)(i) are now met.
- The requirements of paragraph 2(2)(d) and 2(2)(d)(ii) remain unmet.

*Paragraph 2(2)(3), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)*

- At the time of the May 2018 inspection, inspectors found that pupils did not receive any information to support them in making decisions about their next steps in education, employment or training. As a result, pupils' understanding of the opportunities available to them when they leave the school was limited.
- The action plan stated that leaders would introduce a careers day, with a broad range of careers on display. The plan refers to discussions to provide pupils with off-site visits for them to learn about a wide variety of careers, as well as opportunities to try their hand at a number of them. Other opportunities planned by leaders included an in-house careers day.
- This inspection found that the off-site visits have already started. Pupils learn about careers in the fire service and as a paramedic. Planning for the careers day is well under way. It will cover a broad range of career pathways, including accountancy and the arts. The headteacher has started to provide each pupil in Year 8 with a one-to-one interview to discuss their career aspirations and choices.
- The requirements of this paragraph are now met.

*Paragraph 2(2)(f)*

- At the time of the last inspection, it was judged that three of the early years foundation stage statutory requirements relating to the early years curriculum were not met. This was because not all of the areas of learning were taught. In addition, the programme of activities was not always appropriate to children's learning needs. As a result, children were not well prepared for their learning in Year 1.
- The action plan stated that leaders intended to redraft the early years programme and seek assistance from the Hackney Learning Trust. The plan also stated that these visits had already started. A section within the main plan expressed the school's intentions to develop the system for tracking of children's progress. It additionally included making improvements to the indoor and outdoor learning environments.
- Leaders have made some progress in improving teaching and the breadth of learning across the early years. Leaders have followed the advice of an external consultant. They have strengthened provision for children in the two youngest classes, known as the kindergarten. For children in the Reception class, there is greater focus on the teaching of reading, writing and numeracy. However, these and other areas of learning remain inadequately planned or covered. Activities in the Reception class are often too formal. The learning environment does not provide children with sufficient variety of experiences or learning choices to meet their developmental needs.
- The requirements of this paragraph remain unmet.

*Paragraph 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 3(h)*

- In May 2018, inspectors found that pupils made inadequate progress because of weaknesses in the curriculum and teaching. As a result, pupils did not make sufficient progress in science, humanities, arts subjects and technology. Furthermore, pupils did not always take pride in their workbooks and, in some instances, lost interest in their learning. The weaknesses in teaching included a lack of challenge for pupils to attain the standards of which they are capable. Resources and tasks were not adapted to pupils' needs and abilities. The inspectors reported that teachers' checking of pupils' understanding of subject matter was poor, and that use of assessment information to inform planning and target gaps in pupils' learning was ineffective.
- The school set out a wide range of actions in the plan to improve the quality of teaching and assessment systems. These included the recruitment of an additional teacher and organising professional development and training for teachers. It also included the introduction of a new assessment system and improvements in resources.
- The quality of teaching in secular or Chol lessons is improving, particularly in English and mathematics. In these lessons, new schemes of work enable teachers to plan and deliver lessons to engage pupils, meet their learning needs and support pupil progress. The new assessment system helps teachers and leaders to track pupils' progress and focus planning to extend the most able pupils, and provide additional support, where needed. Professional development and the employment of a new teacher with science and mathematics expertise also contribute to better learning in English and mathematics. However, while pupils' learning in English and mathematics is improving, this is not the case across all required areas of learning.
- Some new resources have been purchased, such as new textbooks for science. However,

overall, resources remain very limited.

- The requirements of paragraph 3(d) and 3(e) are now met.
- The requirements of paragraph 3(a), 3(b), 3(c), 3(f), 3(g) and 3(h) are not met, and hence, paragraph 3 remains unmet.
- The school does not meet all the requirements for this part.

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

### *Paragraph 5, 5(b) and 5(b)(vi)*

- The previous inspection found that provision for pupils' personal, social, health and economic (PSHE) education was too limited and this hindered pupils' preparation for life in modern Britain. This was because the school's PSHE programme did not give due attention to promoting pupils' respect for all of the protected characteristics covered by the 2010 Equality Act.
- The school outlined in its action plan that British values will be consistently promoted across the school. Further, the importance of respect and tolerance for every person would be highlighted to pupils, including the protected characteristics. Leaders stated they intend to deliver this through assemblies, lessons, the revised PSHE programme and other activities.
- Across the school there is evidence of the promotion of British values. Pupils spoke with confidence about British values and the importance of treating everyone equally and with respect. In essence, the revised PSHE programme encompasses the 2010 Equality Act, covering a wide range of relevant issues to help prepare pupils for life in modern Britain. However, leaders are firm they will not actively promote all nine of the protected characteristics covered by the 2010 Equality Act.
- The requirements of this paragraph remain unmet.
- The school does not meet all the requirements for this part.

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

### *Paragraph 7, 7(a) and 7(b)*

- The previous inspection judged safeguarding to be effective. This continues to be the case.
- The school revised its safeguarding policy in September 2018 to meet the requirements of the September 2018 statutory guidance 'Keeping children safe in education'.
- Leaders have taken care to ensure that their safeguarding and safer recruitment knowledge is kept up to date through training and online updates. As a result, they are fully conversant with the 2018 changes in statutory guidance, and knowledgeable about their responsibilities to safeguard their pupils. Leaders have ensured that staff are familiar with the school's revised policy and provide regular update training. New staff are provided with training, so they are aware of their safeguarding responsibilities and the school's policy and practice.
- The school's designated lead for safeguarding said that child protection concerns are rare, but that links are maintained with local authority officers, should the school require

advice and/or support.

- Pupils were clear that they feel safe and well cared for in school.
- No concerns in relation to pupils' welfare, health and safety were noted during the on-site inspection.
- The requirements of this paragraph remain met.
- Leaders have ensured that the requirements of this part continue to be met.

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

##### *All paragraphs*

- Leaders have continued to ensure that all appropriate checks are completed for leaders and staff. Recruitment systems and checking processes are robust and firmly based on safer recruitment practice. The required checks for the employment of staff are appropriately recorded on the single central record. The school does not make use of supply or agency staff.
- Leaders have ensured that all the applicable requirements in this part continue to be met.

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

##### *Paragraphs 34(1), 34(1)(a) and 34(1)(b)*

- At the time of the previous inspection, in May 2018, inspectors identified that leaders and the proprietor had failed to ensure that all the independent school standards were met.
- The evaluation of the school's action plan in November 2018 judged that the requirements of the independent school standards were unlikely to be met if the school's proposed actions were implemented. While the plan identified actions to address the unmet independent school standards and the requirements of the early years provision, these lacked detail about how they would bring about the required improvements.
- Leaders have undertaken many, but not all, of their planned actions. There is evidence of some improvements, such as in the teaching of English and mathematics, and provision for science. However, there is more work to be done by leaders to ensure that all the independent school standards are met in full.
- Leaders make use of advice from external consultants to improve provision in the early years. However, these have not led to sufficient improvements in provision for children in the Reception class. With the help of external consultants, leaders have revised the plan for improving early years provision. Actions are more focused. They are stated with greater clarity, reasonable timescales for completion, and suitable success criteria to measure impact.
- Leaders monitor the quality of teaching and pupils' progress. Leaders are robust in their monitoring of safeguarding and health and safety matters. They ensure that these requirements of the independent school standards are met. However, they have not adopted the same evaluative approach to checking they meet the requirements of the part 1 standards for the quality of education.

- The school continues not to meet all the requirements for this part.

#### Schedule 10 of the Equality Act 2010

- At the time of the May 2018 inspection, inspectors judged that the school did not meet Schedule 10 of the Equality Act 2010. This was because leaders did not actively promote all nine of the protected characteristics covered by the 2010 Equality Act.
- The school's action plan did not specifically set out how leaders intended to ensure that the requirements of Schedule 10 of the Equality Act 2010 were met.
- Leaders have taken action to improve the breadth and depth of the PSHE programme, as well to promote British values and the teaching of tolerance and respect for all. However, leaders are clear that while pupils are taught to respect and have tolerance for all, they will not actively promote all of the protected characteristics covered by the 2010 Equality Act.
- Schedule 10 of the Equality Act 2010 remains unmet.

#### Statutory requirements of the early years foundation stage

##### 1.3, 1.4 and 1.5

- At the time of the last inspection, children underachieved and were not prepared for their learning in Year 1. Inspectors judged progress in early reading and writing as inadequate. They found that in 2017, no child attained a good level of development at the end of Reception Year. The expectations for what children could achieve were set too low, and not all areas of the curriculum were covered. Additionally, children had too few opportunities for outdoor learning.
- The school's action plan outlined an appropriate range of ways that leaders plan to tackle and address these issues. Most actions lack specific details of the steps to be taken. Some actions, such as those for improving the teaching of reading and writing, are more detailed than others. The action plan states that the school already makes use of an external consultant to support teachers and leaders in improving the provision for children in the early years.
- Leaders have followed their plans to achieve some improvements in the teaching of reading and writing. There is greater emphasis on delivering the curriculum in English, so that children's spoken English is improving. However, in the Reception class, provision remains inadequate. Not all the required areas of learning are covered. Planning is at whole-class level. It does not show how children's individual needs will be met, or how children will be given choices on how they approach their learning. Too much teaching remains formal and resources are undeveloped. There are more opportunities for outdoor learning, but these are not integrated into children's overall learning.
- These requirements remain unmet.

##### 2.6

- At the time of the last inspection, assessments of children's learning at the end of Reception Year were not carried out in accordance with statutory requirements.
- The action plan indicates that children's progress will be tracked and used to build profiles of children's learning. Leaders also intended that assessment information would

be shared and used by teachers across the early years, and written reports would be given to parents and carers to inform them of their children's progress.

- This inspection found that children in the Reception Year are currently being assessed in line with statutory requirements. Teachers and leaders are beginning to use this information to plan the next steps in children's learning. Practice remains less well developed than in the Nursery Year. Nonetheless, there is evidence of improvements in children's progress towards achieving a good level of development by the end of the Reception Year.
- This requirement is now met.

### 3.36

- At the time of the May 2018 inspection, it was found that children in the Reception Year were not taught by suitably qualified staff.
- The action plan stated that the headteacher and the early years leader would ensure that, in line with the requirements, there would be an adequate ratio of staff to children in Nursery (known as kindergarten) and Reception, and that staff would be suitably qualified.
- This inspection found leaders have acted on their stated plans. As a result, staffing ratios and qualifications of staff who teach children in the early years now complies with requirements.
- This requirement is now met.

## 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 below. This included the standards and requirements that the school was judged not to comply 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*

#### 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)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
  - 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;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 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(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(c) involves well planned lessons and effective teaching methods, activities and management of class time;

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

## **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(b) ensures that principles are actively promoted which:
  - 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.

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

- 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
- 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

### **The school must meet the following early years learning and development requirements**

- 1.3 Deliver a programme of learning that is shaped by the three prime areas of learning:
  - communication and language;
  - physical development;

- personal, social and emotional development.
- 1.4 Support children in their learning and development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
  - literacy;
  - mathematics;
  - understanding the world;
  - expressive arts and design.
- 1.5 Provide educational programmes which involve activities and experiences for children in the prime and specific areas.

**The school now meets the following early years learning and development requirements**

- 2.6 Ensure that in the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child.

**The school now meets the following early years safeguarding and welfare requirements**

- 3.36 Ensure that the required number of staff have full and relevant qualifications.

## School details

Unique reference number	100298
DfE registration number	204/6385
Inspection number	10092174

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	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	236
Number of part-time pupils	0
Proprietor	Boruch Halberstam
Headteacher	Chaim Weissman
Annual fees (day pupils)	Nil
Telephone number	0208 809 1025
Website	The school does not have a website
Email address	<a href="mailto:molly@bobovprimary.co.uk">molly@bobovprimary.co.uk</a>
Date of previous standard inspection	15–17 May 2018

## Information about this school

- Talmud Torah Bobov Primary School provides education for boys from the age of two to 13. The school was founded in 1979 and serves the Orthodox Jewish community in the Stamford Hill area of London.
- The school operates across two sites. The main site at 90 Egerton Road caters for children in the Reception Year up to Year 8. The premises for Nursery children are located at 87 Egerton Road, which is opposite the main site. The Nursery provision is also known as 'Egerton Community Nursery'.
- The school is registered for up to 310 pupils. There are currently 236 pupils on roll, aged from two to 13, and all attend full time. There are 53 children in the early years provision.
- Currently, two pupils have an education, health and care plan. Around 15% of pupils in

Reception up to Year 8 have been identified with special educational needs and/or difficulties (SEND).

- The school does not make use of any alternative or off-site provision.
- The most recent full inspection took place in May 2018, when the overall judgement was inadequate. A number of the independent school standards were judged as unmet. Almost all these related to the quality of education and the school's leadership and management.

## 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 that the school has made in meeting the independent school standards, and other requirements that it was judged not to comply with at its previous inspection.
- At the request of the Department for Education (DfE), the inspection was carried out without notice. This was the school's first monitoring inspection since its previous standard inspection in May 2018, when some of the independent school standards were not met. The overall effectiveness of the school was judged as inadequate.
- The school submitted an action plan in November 2018, which detailed how it intended to meet the unmet independent school standards and requirements of the early years, identified in the May 2018 inspection. The plan was evaluated on 30 November 2018 and judged to be unacceptable.
- The inspector was asked to report against unmet requirements within Parts 1, 2 and 8 of the independent school standards and the early years. In addition, the inspector was asked to check the school's safeguarding policy, its implementation and availability to parents.
- The inspector met with the headteacher, the leader of the Kodesh (Jewish) curriculum, the early years leader and the school's compliance officer, who is also the designated safeguarding lead. The inspector also met with the proprietor and one of the school governors. She also met with a small group of teachers and held a brief discussion with the site manager.
- The inspector met with a group of pupils from key stages 2 and 3 to talk about their learning, safety and well-being, and to find out their views of the school.
- The inspector checked the school's single central record, safeguarding policy and its implementation, and scrutinised a range of documentation related to the independent school standards and early years requirements. These included information on the curriculum, quality of teaching, assessment information and safeguarding documentation.
- The inspector walked around the school's premises. She made visits to lessons at various times of the school and observed all age groups, including the Nursery and Reception classes to check on the safety and supervision of pupils. Pupils were observed coming to school and on the playground during breaktime.
- There were 15 responses to Ofsted's online survey (Parent View) at the time of the inspection. The most recent entry was dated 6 November 2018.

## Inspection team

Angela Corbett, lead inspector

Ofsted Inspector

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