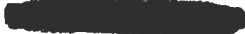


Advice note for a pre-registration inspection of an independent day school or a children's home

School name	Talmud Torah Tashbar
DfE registration number	N/A
Unique reference number (URN)	1177
Inspection number	388482
Inspection dates	23 January 2012
Reporting inspector	

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Context of the school

Talmud Torah Tashbar is an independent Jewish boys' day school located in part of a large Victorian synagogue in the centre of Stamford Hill, London. It caters for the ultra-orthodox *chassidic* community of North London and currently has 232 pupils aged from three to 13 years of age on roll. None of the pupils has a statement of special educational needs. The school's purpose is to 'educate children according to *Torah* principals in keeping with strict *chassidic* tradition and to instil children with the fear of Heaven and pride in their heritage'. It aims to equip pupils to be upstanding members of the community. The school has been functioning since 1976.

Information about the registration

The school is seeking registration as an independent day school for:

Number of day pupils: 250

Age range: 3–13

Gender of pupils: Boys

Type of special educational needs: N/A

If the school is already operating, how many pupils have statements of special educational needs?

Girls	Boys
0	0

Compliance with the regulations

Curriculum (and quality of teaching if the school is already operating)

As a matter of religious principle, the school does not provide a secular education (*Chol*) except for mathematics lessons delivered by religious studies teachers in Yiddish on two or three occasions a week. As a result, the school does not have a curriculum policy or schemes of work for secular studies. The written *Kodesh* (religious studies) curriculum is very basic. Pupils do not have sufficient experiences in the linguistic, scientific, technological or physical areas of learning. The *Kodesh* subject matter is appropriate for the ages and aptitudes of pupils and those with special educational needs receive additional individual support. The curriculum enables pupils to acquire skills in speaking and listening and numeracy but not in English and literacy and the school does not provide lessons in written and spoken English.

The school does not have a policy for personal, social, citizenship and health education (PSCHE). Although some aspects of PSCHE are covered through *Kodesh* lessons, these are not documented and do not feature as part of the curriculum. The school does not provide appropriate careers and future pathways guidance for

pupils in Years 7 and 8. However, they are adequately prepared for the opportunities, responsibilities and experiences of *yeshiva* (Talmudic seminary) life, when they leave school. The *Kodesh* curriculum provides the opportunity for all pupils to learn and make progress in their religious studies.

During this visit, three lessons were observed. One was satisfactory, one was good and one was outstanding. The teaching enables pupils to acquire new knowledge and make progress and develop skills, according to their ability, in the subjects taught. In the outstanding and good lessons, pupils were encouraged to think for themselves and to contribute to lively discussions and debates. Although teachers do not produce written lesson plans, lessons were clearly planned and paced well. Classroom resources for *Kodesh* are very basic but sufficient to support the traditional styles of teaching employed in the school. There are too few resources to support the secular curriculum. Pupils' work is assessed regularly through written tests in class and oral tests by the [REDACTED] and pupil performance is evaluated with reference to the school's own aims. Behaviour in lessons was consistently good.

In order to meet the requirements in full, the school should:

- produce a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and implement it effectively (paragraph 2(1))
- ensure that the curriculum gives pupils experiences in the following areas of learning: linguistic, scientific, technological and physical (paragraph 2(2)(a))
- ensure that the curriculum enables pupils to acquire skills in literacy (paragraph 2(2)(c))
- provide lessons in written and spoken English (paragraph 2(2)(d))
- provide personal, social and health education that reflects the school's aims and ethos (paragraph 2(2)(f))
- provide appropriate careers guidance for pupils receiving secondary education (paragraph 2(2)(g))
- ensure that lessons are well planned (paragraph 3(c))
- ensure there are resources of adequate quality, quantity and range to support the secular curriculum (paragraph 3(f)).

Record of lessons seen (if school is operating – see at least two lessons)

EF no.	Year group	Subject	Teaching (grade)	Progress (grade)	Curriculum (grade)

[REDACTED]	[REDACTED]	<i>Kodesh - Talmud</i>	1	1	1
[REDACTED]	[REDACTED]	<i>Kodesh - Talmud</i>	3	3	3
[REDACTED]	[REDACTED]	<i>Kodesh - Sedra</i>	2	2	2

Spiritual, moral, social and cultural development of pupils

Pupils develop their self-esteem and confidence through opportunities to speak in public and through the school choir. Major events are recorded on compact discs (CD's) and distributed to parents and carers. Pupils have a keen understanding of what is right and wrong and they respect the law as prescribed through their religious studies. They contribute to the community through visits to a local home for older people and fund-raising activities. Pupils learn about public institutions and services through frequent discussions with their teachers. They take great pride in their own culture and learn about other cultures in a limited way through *Kodesh*. They are taught to respect members of other cultures as a religious precept. Behaviour observed in lessons, around the school and in the playground was good.

Welfare, health and safety of pupils

The school has a child protection policy that meets the requirements. The [REDACTED] member of staff and all staff have been suitably trained in child protection at the required level. The school has a written policy to promote good behaviour and a policy on bullying. The school does not have a policy for health and safety or one for health and safety on educational trips. Risk assessments are not conducted before school outings although there is a risk assessment proforma that the school plans to use in the future. The school has recently had a fire audit and has undertaken improvements in response to the report, to ensure the premises are safe. However, the school has not conducted any fire drills.

The school has a written policy on first aid. Supervision of pupils during break times and dinner is satisfactory. The school provides a book to record sanctions imposed upon pupils for serious misbehaviour. At present, this record book is blank because no sanctions have been imposed on pupils. The school has admission and attendance registers. The admission register is blank and attendance registers are not completed satisfactorily. The school does not fulfil its duties under the Equality Act 2010 because it has not prepared a three-year plan to improve access.

In order to meet the requirements in full, the school should:

- ensure that there are effective measures to ensure pupils' health and safety which have regard to the DfE guidance (paragraph 11)
- ensure that there are effective procedures for ensuring pupils' health and safety on educational visits which have regard to DfE guidance (paragraph 12)

- ensure that there is compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
- ensure that the admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17)
- ensure that the school fulfils its duties under the Equality Act 2010.

Suitability of staff, supply staff, and proprietors

The school's recruitment procedures are satisfactory. All staff have the required enhanced checks with the Criminal Records Bureau (CRB) and the single central record of staff checks contains the necessary details. However, the [REDACTED] does not have an enhanced CRB clearance.

In order to meet the requirements in full, the school should:

- verify that no member of the [REDACTED] is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (paragraph 21(6)(a))
- ensure that the single central register shows that the checks referred to in 21(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained with regard to the proprietor (paragraph 22(7)).

Premises of and accommodation at the school

All classrooms are satisfactory in size for the numbers of pupils on roll. Classrooms and other parts of the school are maintained in a tidy, clean and hygienic state. There is a satisfactory standard and adequate maintenance of decoration and the furniture and fittings are appropriate for the age and needs of the pupils. The outside play area is small but secure and meets requirements because the school staggers breaks to ensure that the play area is never overcrowded. There are sufficient washrooms for pupils and staff. However, there is no warm running water for pupils to wash their hands except in the dining hall. There are adequate security arrangements and sufficient access for emergency vehicles and for the disabled. There is a room for pupils that are ill that has a washbasin and is adjacent to a washroom.

In order to meet the requirements in full, the school should:

- ensure that the water supply meets the requirements of the Education (School Premises) Regulations 1999 (paragraph 23(a)).

Provision of information

Parents and carers are provided with a prospectus before their child starts school. This prospectus is missing many of the required details. The school does not provide parents and carers with an annual written report of the progress and attainment of their child.

In order to meet the requirements in full, the school should:

- make available to parents and carers of pupils and prospective parents and carers, and on request to the Chief Inspector, the Secretary of State or an independent inspectorate:
 - the name of the headteacher
 - the proprietor's address and contact details (paragraph 24(1)(a))

- make available to parents and carers of pupils and prospective parents and carers, and on request to the Chief Inspector, the Secretary of State or an independent inspectorate particulars of policies on:
 - admissions, discipline and exclusions
 - educational welfare for pupils with a statement of special educational needs and for pupils who speak English as an additional language
 - the curriculum
 - bullying, health and safety, the promotion of good behaviour and sanctions
 - academic performance
 - complaints
 - numbers of staff employed at the school, including temporary staff and a summary of their qualifications (paragraph 24(1)(b))

- send a copy of the safeguarding children policy to parents and carers and prospective parents and carers on request (paragraph 24(1)(c))

- provide parents and carers with an annual written report of the progress and attainment of each registered pupil in the main subject areas taught, except where a parent or carer has agreed otherwise (paragraph 24(1)(f)).

Manner in which complaints are to be handled

The procedures for handling complaints are clear and the complaints policy complies fully with the requirements.

Recommendation to the Department for Education

■ NO. Registration is not recommended because:

- there are major regulatory failings with regard to the curriculum provision and welfare, health and safety
- the school also has significant failings with regard to the suitability of the premises and the provision of information.

Advice note for a pre-registration inspection of an independent day school or a children's home

School name	Talmud Torah Tashbar
DfE registration number	NA
Unique reference number (URN)	1177
Inspection number	407143
Inspection dates	21 May 2013
Reporting inspector	[REDACTED]

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Information about the inspection

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.¹

Context of the school

Talmud Torah Tashbar is an independent, Jewish boys' day school located in part of a large Victorian synagogue in the centre of Stamford Hill, London. It caters for the ultra-orthodox chassidic community of North London and currently has 247 pupils aged from three to 13 years of age on roll. None of the pupils has a statement of special educational needs. The school's purpose is to 'educate children according to Torah principals in keeping with strict chassidic tradition and to instil children with the fear of Heaven and pride in their heritage'. It aims to equip pupils to be upstanding members of the community. The school has been functioning since 1976.

Information about the registration

The school is seeking registration as an independent day school seeking registration as an education provider for:

Number of day pupils: 250

Age range: 3–13

Gender of pupils: Boys

Type of special education needs: N/A

If the school is already operating, how many pupils have statements of special educational needs?

Girls	Boys
0	0

Compliance with the regulations

Curriculum (and quality of teaching if the school is already operating)

There are a number of regulatory failings with regards to the curriculum provision. As a matter of school ethos, the school does not provide literacy lessons or written and spoken English. Mathematics lessons are delivered discretely three times a week and other subjects such as history, geography and design and technology are taught in a cross-curricular way within Kodesh (religious studies) lessons. Examples of this

¹ www.legislation.gov.uk/ukpga/2008/25/section/99.

cross-curricular work include learning about the Jewish people's experience of living in Egypt and the rivers, mountains and seas associated with the journeys of the Jewish people, as described in the Torah. The school does not have a written policy or schemes of work for chol (secular) studies. Additionally, pupils do not have sufficient experiences in linguistic or scientific areas. The curriculum enables pupils to acquire skills in speaking and listening and numeracy. The written Kodesh curriculum is impressive and clearly outlines the expectations for pupils' learning as they progress through the school. This provides the opportunity for all pupils to learn and make good progress in Kodesh.

The school has a policy for personal, social, citizenship and health education (PSCHE) and these areas are covered within Kodesh lessons and feature as a major part of the Kodesh curriculum provision. The school provides appropriate careers and future pathways guidance for pupils in Year 8. They are suitably prepared for the opportunities, responsibilities and experience of Yeshiva (Talmudical college) life when they leave school. This in turn gives them good career opportunities to train for communal roles of a pseudo-religious nature.

During the visit two lessons were observed, both good. Teachers plan lessons carefully and enable pupils to acquire new knowledge, make good progress and develop skills according to their ability. In both lessons observed pupils were encouraged to think for themselves and to contribute to lively discussions and debates. Questioning strategies used were good and positive relationships formed between teachers and pupils with staff offering praise generously. Classroom resources for Kodesh are sufficient to support the traditional style of teaching employed in the school. However, there are too few resources to support the chol curriculum. Pupils' work is assessed regularly through written and oral tests by the [REDACTED] against which pupil progress is measured. Behaviour in lessons was outstanding.

In order to meet the requirements in full, the school should:

- produce a curriculum policy set out in writing, which is supported by appropriate plans and schemes of work, and implement it effectively (paragraph 2(1))
- ensure that the curriculum gives pupils experiences in the following areas of learning: linguistic, scientific, technological and physical (paragraph 2(2)(a))
- ensure that the curriculum enables pupils to acquire skills in literacy (paragraph 2(2)(c))
- provide lessons in written and spoken English (paragraph 2(2)(d))
- ensure there are resources of adequate quality, quantity and range to support the chol (secular) curriculum (paragraph 3(f)).

Record of lessons seen

EF no.	Year group	Subject	Teaching (grade)	Progress (grade)	Curriculum (grade)
JY15	6	Hebrew	2	2	2
JY16	7	Talmudical studies	2	2	2

Spiritual, moral, social and cultural development of pupils

The school is likely to meet all the requirements with regard to spiritual, moral, social and cultural development of pupils. Pupils are given the opportunity of developing their self-esteem and self-confidence through public speaking, leading prayers, organising school events, charity drives and by performing in the school choir. They are taught to distinguish between right and wrong and to respect the law through the Kodesh curriculum which emphasises this as a major feature of their religious beliefs. This also steers them away from any radical thinking, political or otherwise, as the Kodesh curriculum continuously reinforces showing respect to others. The [REDACTED] has ensured that where political issues are brought to the attention of the pupils that steps have been taken to offer a balanced presentation of opposing views.

Pupils contribute to the community through visits to a local home for the elderly and fundraising activities. Pupils learn about public institutions and services through frequent discussions with their teachers. They show great pride in their own culture and learn about other cultures through Kodesh lessons. They are taught to respect members of other cultures as a religious precept. Behaviour observed in lessons, around the school and in the playground is outstanding.

Welfare, health and safety of pupils

Arrangements for the welfare, health and safety of pupils is likely to meet requirements. The school has a full range of required policies including those for bullying, safeguarding children, health and safety, first aid and behaviour. All staff have been suitably trained in child protection at the required level. The school has a policy for health and safety on educational visits and appropriate risk assessments are undertaken before school outings. The school has a suitable level of fire safety and conducts fire drills regularly.

Supervision during break times and dinners is appropriate. The school provides a book to record sanctions imposed upon pupils should there be serious misbehaviour. At present this record book is blank because no sanctions have been imposed on pupils. The admission and attendance registers are completed correctly. The school fulfils its duties under the Equality Action 2010 and has devised a three-year accessibility plan.

Suitability of staff, supply staff, and proprietors

The school is likely to meet all regulations with regard to suitability of staff, supply staff and [REDACTED]. The staff and proprietor have been subjected to checks by the Criminal Records Bureau. Personal details and all the required checks are included in a single central register. The school has a safe recruitment policy to ensure that new staff are suitable to work with children.

Premises of and accommodation at the school

The school is likely to meet all the requirements except one with regards to premises and accommodation. All classrooms are satisfactory in size for the number of pupils on roll. Classrooms and other parts of the school are maintained in a tidy, clean and hygienic state. There is a suitable standard and appropriate maintenance of, decoration and the furniture and fittings are appropriate for the age and needs of the pupils. The outside play area is small but secure and meets requirements because the school staggers breaks to ensure that the play area is never overcrowded. There are sufficient washrooms for pupils and staff and warm running water for pupils to wash their hands. There is a room for pupils who are ill to wait in, and in which they can be examined, that has a washbasin and is adjacent to a washroom. There are no shower or changing facilities for the older boys to use after physical education sessions.

In order to meet the requirements in full, the school should:

- ensure that there are suitable changing accommodation and showers provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23A(1)(c)).

Provision of information

The provision of information for parents and carers is likely to meet the requirements. The school prospectus includes all the required details and refers to the availability of all the school's policies and procedures, in the school office. The school provides parents and carers with an annual written report on the progress and attainment of their children.


Manner in which complaints are to be handled

The school has a complaints policy set out in writing that is likely to meet all of the requirements. The complaints procedure is referred to in the school's prospectus.

Recommendation to the Department for Education

- NO. Registration is not recommended because:
 - there are significant regulatory failings with regards to the curriculum provision and the premises. Accommodation at the school does not meet all requirements.

Advice note for a pre-registration inspection of an independent day school or a children's home

School name	Talmud Torah Tashbar
DfE registration number	N/A
Unique reference number (URN)	1177
Inspection number	445972
Inspection dates	22 October 2014
Reporting inspector	

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Information about the inspection

- This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.¹
- This inspection is the third pre-registration inspection of this school. Visits were previously carried out in January 2012 and May 2013.

Context of the school

- Talmud Torah Tashbar is seeking registration as a Jewish independent day school for up to 250 boys aged 3–13 years. Despite the fact that it remains unregistered, the school has been operating since 1976 and currently has 221 pupils on roll.
- The school caters for the ultra-orthodox Chassidic community of north London. It is located in part of a large Victorian synagogue in Stamford Hill, London.
- The school aims to 'educate children according to Torah principles in keeping with strict Chassidic tradition and to instil children with the fear of Heaven and pride in their heritage'. It also aims to equip pupils to be upstanding members of the community.

Information about the registration

The school is seeking registration as an independent day school for:

Number of day pupils	250
Age range	3–13
Gender of pupils	Boys
Type of special educational needs	N/A

If the school is already operating, number of pupils with statements of special educational needs or an education, health and care plan:

Girls	0
Boys	0

Compliance with The Education (Independent School Standards) (England) Regulations 2010, as amended

Part 1. Quality of education provided

- All the requirements for this standard are unlikely to be met.

¹ www.legislation.gov.uk/ukpga/2008/25/section/99

- While the school has drawn up a Kodesh (religious studies) curriculum, it has not created a similar curriculum model for its Chol (secular) curriculum. This has not been done as a matter of religious principle.
- The Kodesh curriculum is an appropriate religious curriculum. However, the Chol curriculum, which is delivered through the Kodesh curriculum, is scant on depth, breadth and range. It provides inadequate development in aesthetic, creative, technical, human, social and physical education and very narrow experiences in linguistic, scientific and mathematical education. The curriculum is not tailored to the needs of individual pupils. The curriculum encourages cultural and ethnic insularity because it is so narrow and almost exclusively rooted in the study of the Torah.
- The measurement of pupils' progress through the curriculum is inadequate. [REDACTED] assesses pupils' progress through the Kodesh curriculum on a weekly basis. However, this provides information of little value to pupils and parents as it is based on criteria which are too narrow.
- The principal language of instruction is Yiddish. No opportunities are provided for pupils to learn written and spoken English. This further encourages cultural and ethnic insularity.
- The school does not have a policy for personal, social, economic and health education, other than providing spiritual and moral guidance in the context of the Kodesh curriculum. As a consequence, the range and depth of personal, social, economic and health education are inadequate.
- The school does not provide appropriate careers guidance. Advice provided is too narrow and restrictive, and it covers a very limited range of career options.
- During a learning walk, inspectors saw several lessons in progress. Teachers appeared to have exceptional knowledge of the Torah and associated scripture. Pupils appeared to be compliant and working hard.
- There are too few resources for both the Kodesh and the Chol curricula. This includes in the Early Years, where opportunities to learn through play and experimentation are restricted by the sparse resources in the school.
- Pupils are not being prepared well for life after they leave school. The absence of any computing technology is a concern since this is a key feature of contemporary society and working life.
- Inspectors were worried by pupils' behaviour. While they were obedient and compliant in lessons, their behaviour at break time and lunchtime was boisterous and sometimes dangerous. This was made worse by the cramped corridors and limited outdoor space. For example, children were sitting on busy corridor floors next to doors, creating hazards for themselves and for others.

In order to meet the requirements in full, the school should:

Produce a comprehensive curriculum plan, religious and secular, accompanied by suitable schemes of work and lesson plans. This should then be implemented in full.	2(1)
Ensure the curriculum gives pupils comprehensive linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and	2(2)(a)

creative education.	
Ensure the curriculum is age and aptitude appropriate – planned around the needs of individual children.	2(2)(b)
Ensure that pupils are given sufficient opportunities to develop their speaking, listening, literacy and numeracy skills outside the context of the study of the Torah.	2(2)(c)
Arrange lessons in spoken and written English for all pupils.	2(2)(d)
Increase the range and depth of personal, social and health education.	2(2)(f)
Ensure that pupils receive appropriate careers information and guidance, beyond that provided for yeshiva.	2(2)(g)
Ensure the Kodesh curriculum increases the range and depth of personal, social, emotional, physical development, communication and language experiences for all Early Years children.	2(2)(ga)
Implement a comprehensive system for measuring and recording pupils' progress.	2(2)(i)
Improve the Kodesh curriculum so that it prepares pupils more effectively for the opportunities, responsibilities and experiences of adult life.	2(2)(j)
Ensure the Kodesh curriculum challenges pupils to make progress according to their abilities, through increasing their understanding and skills.	3(a)
Ensure the curriculum encourages children to think for themselves and that it encourages wider intellectual curiosity.	3(b)
Improve lesson planning and teaching methods so that they are more effective.	3(c)
Ensure that lessons are better planned and take account of the needs of individual pupils.	3(d)
Increase substantially the range, quality and quantity of resources available to pupils and teachers.	3(f)
Ensure that the framework to assess pupils' work is deeper and more wide-ranging.	3(g)

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

- All the requirements for this standard are unlikely to be met.
- The Kodesh and Chol curricula, as they are currently implemented, severely restrict the spiritual, moral, social and cultural development of pupils.
- Children are learning what is right and wrong and to respect the law. However, this education is always delivered through the prism of Chassidic Judaism. This prevents pupils from developing a wider, deeper understanding of different faiths, communities, cultures and lifestyles, including those of England.
- Children are taught to respect other cultures as a matter of religious principle. This is limited in its effect by an education which is culturally too narrow.

In order to meet the requirements in full, the school should:

Ensure that wider, non-Jewish resources are used to widen the cultural education of pupils.	5(a)
The Kodesh curriculum must be improved to ensure better development of pupils' self-knowledge, self-esteem and self-confidence.	5(b)(i)
Ensure the curriculum includes opportunities to study English culture, traditions, laws and democratic heritage.	5(b)(ii)
Ensure the curriculum includes opportunities for pupils to show initiative and to contribute to the well-being of different cultural and ethnic groups to their own.	5(b)(iii)
The Kodesh curriculum must be improved to ensure pupils gain a broad general knowledge of and respect for English public services and institutions.	5(b)(iv)
The Kodesh curriculum and the school's ethos must ensure such development. Pupils can acquire an appreciation for their own culture, and they must also be to develop a knowledge and respect for cultures beyond their own.	5(b)(v)
The Kodesh curriculum and the school's ethos must ensure the development of respect for all social groups and peoples.	5(b)(vi)
The Kodesh curriculum and the school's ethos must ensure the development of respect for democracy, the democratic process and English law.	5(b)(vii)
The Kodesh curriculum and the school's ethos must ensure the development of unbiased political views in all subjects.	5(c)
The Kodesh curriculum and the school's ethos must ensure the development of unbiased political views in all subjects during school sessions.	5(d)(i)
The Kodesh curriculum and the school's ethos must ensure the development of unbiased political views in all subjects during extra-curricular sessions.	5(d)(ii)
The Kodesh curriculum and the school's ethos must ensure the development of unbiased political views in all subjects and activities promoted by and through the school.	5(d)(iii)

Part 3. Welfare, health and safety of pupils

- Some, but not all, of the requirements for this standard are likely to be met.
- The school has produced a number of compliant policies for health and safety, first aid and medical conditions, behaviour management, anti-bullying and educational visits. The school's policy for safeguarding and child protection is appropriate but not fully up to date.
- However, a number of failings were witnessed by inspectors. The safeguarding and child protection policy had not been updated with the most recent statutory

guidance, 'Keeping Children Safe in Education' (April 2014); the school's fire safety certificate is out of date and evacuation plans are not routinely displayed in all areas; a number of trip hazards and dangers around the school were noted by inspectors; the first-aid room is located in an inappropriate location in the kitchen of a shared community facility; and the school is not compliant with the staffing levels specified for Early Years children.

- The school does not comply with the Regulatory Reform (Fire Safety) Order 2005.
- The school has admission and attendance registers. These are maintained, although the admission register is not fully compliant as it does not record the destinations of pupils who leave the school. Admission and attendance registers are not maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

In order to meet the requirements in full, the school should:

Ensure that safeguarding arrangements have regard to any guidance issued by the Secretary of State.	7(b)
Ensure that the Regulatory Reform (Fire Safety) Order 2005 is complied with.	13
Ensure that the school's health and safety policy is implemented in full.	11
Improve the school's arrangements for first aid and the management of medical conditions by developing a separate area of the school for such need.	14
Ensure that staffing levels in the Early Years are compliant with the statutory framework for the Early Years Foundation Stage (September 2014).	15
The admissions register must record where pupils go when they leave the school.	17

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

- Some, but not all, of the requirements for this standard are likely to be met.
- All of the required checks are made on staff prior to the start of their employment at the school.
- The school maintains a single central register for all the staff it employs. This register is not fully compliant. Some identity checks on employed staff are missing from the register, and the school has not added in a column recording its checking of the prohibition of teachers.
- At the time of the inspection, [REDACTED] was unclear as to exactly how many supply staff were working in the school. However, those supply staff which were listed on the single central register had been subject to the required checks.

In order to meet the requirements in full, the school should:

Amend the single central register so that it is fully complete with all required details of employees.	19(2)(b)(i)
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Ensure that staff self-certification of medical fitness is accompanied by other checks or documentary evidence of such.	19(2)(b)(ii)
Amend the single central record to ensure that all enhanced criminal record checks are included	19(2)(c)
Ensure that the required checks are carried out before appointment of staff.	19(3)
Amend the single central register so that it is fully complete with all required details of current employees, including supply staff.	20(2)(a)(i)
Amend the school's single central record ensuring that complete identify information is entered for all staff.	22(3)(a)

Part 5. Premises of and accommodation at schools

- Very few requirements for this standard are likely to be met.
- The accommodation is secure.
- The school is inadequately maintained. Inspectors witnessed some broken windows which had not been made safe, torn carpets, some very slippery flooring, large holes in some walls, some non-functioning door locks and handles and some stair guards which had risen up and become tripping hazards on steep staircases. Children were able to access some unlocked areas where very untidy storage would present risks to them.
- The washroom and toilet facilities for pupils are inadequate. They are poorly maintained, resulting in a pervading unpleasant smell. There are insufficient sinks for the numbers of children using them.
- The hot and cold water supplies do meet requirements in the washrooms, but the hot water in the pupils' dining room is too hot. Drinking water sources are labelled correctly.
- Physical education to the necessary standard cannot be offered to pupils because of inadequate facilities and equipment.
- The room provided for first aid and medical need is inadequate. The room doubles as a community kitchen. The kitchen is not used during the school day but the shared facility presents risk to any ill pupil and compromises the hygiene of the kitchen. There was no soap available in the sink next to those toilets and no paper towels or hand driers. The kitchen was very dirty when inspectors first saw it but was cleaned later in the day to a satisfactory standard.
- A single shower has been installed for use by the use of pupils aged 11 years or older. It is located in a corner of the staff lavatories, and the only privacy offered is by a plastic shower curtain. This arrangement is completely inappropriate.

In order to meet the requirements in full, the school should:

The school must ensure sufficient toilet facilities and wash basins for the numbers of pupils. The highly unpleasant pervading smell must be rectified.	23A(1)(a)
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Provide suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education.	23A(1)(c)
Ensure that there is suitable accommodation for the medical examination and treatment of pupils.	23B(1)(a)
Provide suitable accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.	23B(1)(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 students are ensured.	23C
Improve acoustics for all lessons given the very close proximity of other classrooms.	23D
Ensure the hot water supply provided for pupils' use is at a safe temperature to prevent scalding.	23F(1)(d)
Improve the provision for physical education.	23G(1)(a)

Part 6. Provision of information

- All but one of the requirements for this standard are unlikely to be met.
- The school does not ensure that its curriculum, teaching, assessment, safeguarding and welfare arrangements are made easily available to all.
- The school does provide an annual written report to parents; this details each child's progress within the Kodesh curriculum.

In order to meet the requirements in full, the school should:

Make the curriculum and school prospectus easily available to all.	24(1)(a)
Make the school's teaching and assessment arrangements easily available to all.	24(1)(b)
Make the school's safeguarding and welfare arrangements easily available to all.	24(1)(c)

Part 7. Manner in which complaints are to be handled

- The school's procedures for handling complaints are likely to meet all of the requirements for this standard.

Advice to the registration authority for independent schools

Overall outcome	The school is clearly not meeting all of the independent school standards. Although it has been operating as a school since 1976, from the evidence of this and the previous two pre-registration visits,
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	the inspector is of the opinion that the school is highly unlikely to meet the standards if a further visit is conducted.
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