

Talmud Torah D'Chasidei Gur

17 Margaret Street, Stamford Hill, London N16 6UX

Inspection dates

16 June 2016

Overall outcome

Independent school standards not met

Context of the inspection

- The inspection was the school's first progress monitoring inspection since its last full inspection in December 2015 and was conducted without notice. At the last inspection the school was judged to be inadequate, when a number of requirements were not met. In addition, the school's request for an increase in the number of pupils on roll was not accepted.
- The Department for Education wrote to the school on 8 June 2016 to confirm that the action plan it had submitted in April 2016 had not been approved.
- The inspection focused on the school's progress in those parts of the action plan relating to Parts 1, 2, 3, 5, 6 and 8 of the independent school standards.
- The inspector held meetings with a governor, the headteacher and senior staff, observed learning across a range of classes, scrutinised a wide range of documentation and spoke with pupils and staff throughout the inspection.

Main findings

Quality of education provided

- At the time of the last inspection, pupils were not being taught English until they entered Year 2. Also, not all the required areas for learning were being taught in sufficient depth and sufficient range to meet pupils' different abilities, particularly the most able. In its action plan, the school indicated that it intended to hold discussions with the Department for Education (DfE) and Ofsted about the curriculum and the content of schemes of work. Leaders also stated that they intended to undertake a curriculum review, strengthen monitoring procedures and appoint additional staff. As a result of implementing some aspects of its action plan, pupils are now taught English from Year 1. Also, an early years consultant has been recently appointed to advise on the curriculum and assessment procedures. However, schemes of work have not been revised, and are intended to be completed during the next academic year. No ruling has been received from the DfE. The requirements for this paragraph remain unmet.
- The inspection in December 2015 identified that older pupils had too few resources to support their learning or broaden their interest in reading. As a result, their attainment was lower than expected, particularly for the most able pupils in mathematics. The action plan did not address this issue. Nevertheless, the early years library has been restocked and leaders have begun to map out the cross-curricular themes covered in Kodesh (secular) lessons. However, schemes of work have not yet been revised to cater for the needs of the most able pupils and the process of restocking the library for older

pupils has only recently commenced. These requirements remain unmet.

- At the time of the last inspection, the personal, social, health and economic (PSHE) education schemes of work did not provide adequate opportunities to prepare pupils for their future lives as British citizens. As a result, pupils had a limited general knowledge of British institutions. The action plan did not address this aspect. Photographs of British institutions such as Buckingham Palace and the London Eye are displayed in corridors. The PSHE schemes of work have not been revised to provide pupils with opportunities to learn about British institutions.
- The inspection in December 2015 identified that teachers' planning was weak because it did not challenge or support pupils well enough to develop a range of skills in reading, writing and mathematics. In its action plan, the school indicated that lesson plans and worksheets would be submitted to the headteacher for approval. Also, that the library would be restocked to ensure that up-to-date resources for religious studies and the wider curriculum would be available. As a result of implementing some aspects of its action plan, the headteacher holds regular discussions with teachers about their lesson planning, but no records of these discussions are kept. The library for older pupils has not yet been restocked. While some improvements have been made, lesson planning is at an early stage of development so that the requirements remain unmet.
- At the time of the last inspection, teachers did not track pupils' progress well enough so that they could adapt or extend activities to ensure they met the needs of the most able pupils. In its action plan, the school indicated that a new assessment system had been introduced and that systems to regularly monitor pupils' progress would be established. The school has implemented some of the actions, but not all. The most able pupils are provided with additional worksheets to extend their learning in some subjects. Nevertheless, schemes of work have not yet been revised so that they cater for the needs of the most able pupils. Tests take place weekly and at the end of each term and are collated in a central register that records pupils' success in the attainment tests. However, this system, while a step forward from the previous one, does not ensure that pupils' progress is tracked from starting points or is compared with national progress measures. The requirements remain unmet.
- Not all the requirements for this part are met.

Spiritual, moral, social and cultural development of pupils

- At the time of the last inspection, pupils did not gain a deep enough understanding about people of different cultures, faiths and religions. In its action plan, the school indicated that it would map out the cross-curricular themes covered during Kodesh lessons, update schemes of work and provide staff training. The school has implemented some but not all of the actions identified in the action plan. It has begun the process of mapping the cross-curricular themes covered during Kodesh lessons. Schemes of work have not been updated and staff training has not taken place. Discussions with the DfE and Ofsted regarding this and other issues are ongoing. The requirements of this paragraph remain unmet.
- The inspection in December 2015 identified that leaders did not provide sufficient opportunities for pupils to get involved in supporting those living in the local community. The action plan indicated that leaders would identify charities to support, invite outside speakers and arrange visits to the local community. As a result of implementing the action plan, pupils and parents have raised funds for local charities, and visits from a local dentist and paramedic have taken place. Pupils regularly undertake visits to the local park, bakery and the post office in order to gain an understanding of how they can

contribute to the lives of those living in the local community. As a result, the requirements of this paragraph are now met.

- At the time of the last inspection, the school was not teaching pupils about all of the protected characteristics. In its action plan, the school indicated that it would map out the cross-curricular themes covered in Kodesh lessons. As part of the school's adherence to its religious principles, pupils are shielded from learning about particular differences, such as sexual orientation. In practice, across the curriculum, this means that the explicit teaching of all of the protected characteristics, specifically those that relate to gender or sexuality, is avoided. However, the school's culture is clearly focused on teaching pupils to respect everybody, regardless of difference. Leaders and governors recognise the requirement to consider the protected characteristics set out in the Equality Act 2010 and are engaged in ongoing dialogue with the DfE and Ofsted regarding this issue. However, they acknowledge that, as they do not teach pupils explicitly about all of the protected characteristics and do not intend to, the related standards continue to be unmet.
- At the time of the last inspection, staff did not always deploy effective strategies for managing behaviour and encouraging pupils to act responsibly. The action plan did not address this aspect. However, inspection evidence shows that pupils are well behaved and more than capable of acting responsibly. As a result, this paragraph meets requirements.
- The inspection in December 2015 identified that pupils had a limited general knowledge of British institutions. The action plan did not address this aspect. Although corridor displays reflect this aspect, schemes of work have not been revised so that pupils are able to gain a good general knowledge of British institutions. This aspect remains unmet.
- Not all the requirements for this part are met.

Welfare, health and safety of pupils

- At the time of the last inspection, the safeguarding policy did not make reference to the appropriate authority to whom concerns about the well-being of pupils should be made. In its action plan, the school indicated that this had been addressed. This inspection found that the safeguarding policy has been revised so that requirements are met for this paragraph.
- The inspection in December 2015 found that some pupils made unsafe choices which were not picked up promptly enough by some teachers. The action plan did not address this aspect. However, inspection evidence shows that pupils are now well supervised at breaktimes and are able to make safe choices. The school's records indicate that very few incidents of unsafe behaviour have taken place. Pupils have many opportunities to learn how to make safe choices. For example, during festival celebrations, paramedics are on hand to talk to pupils about the dangers of fire and show them how to stay safe. In English lessons, staff have led discussions regarding the benefits of healthy eating and lifestyles, and making safe choices. As a result, the requirements for this paragraph are met.
- At the time of the last inspection, it was found that members of the public and pupils used the same staircase and that pathways were uneven and poorly lit. The action plan did not address these requirements. However, this inspection has confirmed that members of the public are unable to use the same entrance as pupils. Also, two security guards are employed from 8am to 6pm each day. Since the last inspection, CCTV and additional security lighting have been installed and potholes in pathways have been

filled in. As a result, this standard is now met.

- The inspection in December 2015 identified that senior leaders had not ensured that a fire drill had taken place in the new premises and had not checked to make sure the fire alarm was working properly. In its action plan, leaders stated that regular checks on the fire safety systems are now in place. As a result of implementing its action plan, fire drills, fire safety training and the testing of fire systems take place regularly and meet the requirements for this standard.
- At the time of the last inspection, it was found that staff did not supervise pupils effectively enough to ensure their safety during some parts of the school day. In its action plan, leaders indicated that a system for supervising pupils had been established. As a result of implementing the action plan, supervision levels are now high. The staff duty rota, displayed in the staff room, indicates that a minimum of six members of staff should be on duty each day, three inside and three outside, at break and lunchtimes. The school's records indicate that very few incidents of unsafe behaviour have taken place. As a result of these actions, the requirement in this paragraph is met.
- The inspection in December 2015 highlighted that the admission register did not contain all the required details. In its action plan, the school indicated that it would ensure that the admission register would include dates and destinations of pupils when they join and leave the school. As a result of implementing its action plan, the admission register meets requirements for this standard. It is kept electronically and is regularly updated by the school secretary.
- At the time of the last inspection, leaders had not ensured that all of the potential risks had been properly assessed. In its action plan, leaders stated that new risk assessments had been written with tighter deadlines for reducing hazards. As a result of implementing its action plan, the headteacher has produced a very detailed risk assessment document which has addressed all the potential risks identified at the last inspection. Also, the risk assessment policy and risk assessments have been revised and meet the requirements for this paragraph.
- The school now meets all the requirements for this part.

Premises of and accommodation at schools

- At the time of the last inspection, the school had not ensured that suitable washing facilities were provided in the medical room. Inspection of the medical room confirmed that this aspect has been rectified and meets the requirements for this paragraph.
- The inspection in December 2015 found the school premises were not safe and the health, safety and welfare of pupils were not assured. The school has since invested considerable resources in addressing these concerns. Inspection of the school site confirmed that all the health and safety issues have been rectified and the premises meet the requirements for this paragraph.
- The school now meets all the requirements for this standard.

Provision of information

- At the time of the last inspection, the school did not report on all areas of learning for pupils' progress to parents. The school has designed a new end-of-year report for parents that includes information on pupils' progress across all areas of learning and will be issued at the end of the summer term.
- The school now meets all the requirements for this standard.

Quality of leadership in and management of schools

- Leaders and governors have made a positive beginning towards meeting the unmet independent school standards.
- Leaders have concentrated their energies and have been successful in addressing the issues regarding safeguarding, the premises and pupils' welfare, and health and safety. Nevertheless, much work is still needed to ensure that all the requirements of the independent school standards are met consistently.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively and that the written policy, plans and schemes of work take into account progression from one year to the next across different key stages (paragraphs 2(1), 2(1)(a), 2(1)(b)(i)).
- The proprietor must ensure that detailed plans are focused on practical skills and appropriate resources to ensure pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education elements of the curriculum (construed in accordance with section 8 of the Education Act 1996) (paragraph 2(2)(a)).
- The proprietor must ensure that detailed plans are in place to enable pupils to acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b)).
- The proprietor must ensure that detailed plans are in place, where the principal language of instruction is a language other than English, to provide lessons in written and spoken English (paragraph 2(2)(c)).
- The proprietor must ensure that the personal, social, health and economic education encourages respect for people, paying particular regard to those who may have protected characteristics as set out in the 2010 Equality Act (paragraph 2(2)(d)(ii)).
- The proprietor must ensure that, for pupils below compulsory school age, a programme of personal, social, emotional and physical development and communication and language skills is provided (paragraph 2(2)(f)).
- The proprietor must ensure that detailed plans are in place to enable all pupils to learn and make progress (paragraph 2(2)(h)).
- The proprietor must ensure that detailed plans are in place to ensure pupils have the opportunity to learn about life in British society (paragraph 2(2)(i)).
- The proprietor must ensure that teaching enables pupils to acquire new knowledge, make good progress, learn and think for themselves and to ensure lessons are well planned so that class time is used effectively (paragraphs 3, 3(a), 3(b) and 3(c)).
- The proprietor must ensure that teaching takes into account pupils' starting points in the planning of lessons, demonstrates good subject knowledge, uses a range of effective classroom resources and utilises information on pupils' progress to plan lessons (paragraphs 3(d), 3(e), 3(f), and 3(g)).
- The proprietor must ensure that a framework for evaluating pupils' progress is in place that makes references to the school's aims or national norms (paragraph 4).
- The proprietor must ensure that the spiritual, moral, social and cultural development of

pupils at the school actively promotes respect and tolerance of those with different faiths and beliefs and enables them to develop their self-esteem, to acquire a broad understanding of British institutions and to understand other cultures, with particular regard to the protected characteristics set out in the 2010 Equality Act (paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(iv), 5(b)(v) and 5(b)(vi)).

- The proprietor must ensure that the persons with leadership and management responsibilities demonstrate good skills and knowledge relevant to their role and fulfil these responsibilities effectively so that the independent school standards are met consistently; and they actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a) and 34(1)(b)).

Inspection team

David Scott, lead inspector

Ofsted Inspector

Information about this school

- The Talmud Torah D'Chasidei Gur is an independent day school for boys between the ages of three and 10 years. All of the boys are part of an Orthodox Chassidic Jewish community in North London. The school was established in 2010.
- The aim of the school is to provide a solid grounding in Jewish studies, enabling pupils to grow into responsible members of the community, sufficiently equipped to maintain the tradition of their forefathers.
- The proprietor decided to relocate the school to its current premises in September 2015 due to growing numbers of pupils on roll. It now occupies part of a college premises in Stoke Newington.
- There are currently 128 pupils on roll, 40 of whom attend the Nursery class and receive government funding. All pupils attend full time. Three pupils have a statement of special educational needs or an education, health and care plan.
- The school is registered for 140 pupils.

School details

Unique reference number	138101
Inspection number	10020957
DfE registration number	204/6005

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Orthodox Jewish day school
School status	Independent school
Age range of pupils	3–10
Gender of pupils	Boys
Number of pupils on the school roll	128
Number of part-time pupils	0
Proprietor	Talmud Torah D'Chasidei Gur Ltd
Chair	Mr Y Traube
Headteacher	Rabbi Y Y Esterzohn
Date of previous school inspection	1–3 December 2015
Annual fees (day pupils)	Variable depending on ability to pay
Telephone number	020 8800 9021
Website	No website
Email address	ttdgur@gmail.com

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