



Department  
for Education

**Bishopsgate House  
Feethams  
Darlington  
DL1 5QE**

The Proprietor  
Talmud Torah Bobov Primary School  
87 Egerton Road  
London  
N16 6UE

Direct line: [REDACTED]

[registration.enquiries@education.gov.uk](mailto:registration.enquiries@education.gov.uk)

Our ref: 204/6385

7 August 2018

Dear Proprietor

I refer to the inspection by Her Majesty's Chief Inspector of Education, Children's Services and Skills (Ofsted) that was carried out at the above school under section 109 of the Education and Skills Act 2008 between 15 and 17 May 2018. You will see from the enclosed report that Ofsted noted serious regulatory failings.

Taking account of the report the Secretary of State is satisfied, pursuant to section 114(1) of the Education and Skills Act 2008, that any one or more of the independent school standards<sup>1</sup> is or are not being met in relation to the school.

In these circumstances I enclose a Notice, served by the Secretary of State for Education under section 114(5) of the 2008 Act, requiring an Action Plan which details the steps that will be taken to meet all of the standards set out in the Annex to the Notice and the time by which each step will be taken, to be submitted by 21 September 2018.

You are reminded that the independent school standards require that a copy of the inspection report is sent to parents and a copy is published on the school's website or, where no such website exists, is provided to parents on request. This will be checked at the next inspection.

The Action Plan must contain reasonable timescales for implementation within which the necessary action will be taken and it is expected that the implementation dates given in the Action Plan should not extend beyond 7 November 2018. A template and supporting advice is enclosed which may help you in drawing up a satisfactory Action Plan.

The deadline by which the Action Plan must be received by me is 21 September 2018. If this date is not met, the Secretary of State may remove the school from the Register of Independent Schools or may impose a requirement restricting the school's operations (from a date following the period during which you may appeal).

I must warn you that the Secretary of State may reject an Action Plan, and in these circumstances the Secretary of State may remove the school from the Register of

---

<sup>1</sup> [The Education \(Independent School Standards\) Regulations 2014 \(SI 2014/3283\)](#)

Independent Schools or may impose a requirement restricting the school's operations (from a date following the appeal period).

If an Action Plan is accepted, Ofsted may be asked to visit the school again to check that the school has fully implemented the plan and that it is fully meeting the independent school standards.

It is noted in the inspection report that the school is failing to meet all the requirements of the Early Years Foundation Stage<sup>2</sup>. The school is required to address the failings listed in Annex 2.

You may wish to note that this letter, the enclosed Notice and Annex(es) will be published shortly on the Gov.uk website.

Yours faithfully



Independent Education and Boarding Team

---

<sup>2</sup> <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**SECTION 114(5) OF THE EDUCATION AND SKILLS ACT 2008**

**NOTICE BY THE SECRETARY OF STATE FOR EDUCATION**

**IN RELATION TO**  
Talmud Torah Bobov Primary School  
87 Egerton Road  
London  
N16 6UE  
**("the School")**

**WHEREAS**

The Secretary of State for Education, being the keeper of the register of independent schools in England<sup>3</sup> –

- (i) has taken into account a report in respect of an inspection of the School by Her Majesty's Chief Inspector of Education, Children's Services and Skills between 15 and 17 May 2018; and
- (ii) is satisfied that the independent school standards, as prescribed in the Education (Independent School Standards) Regulations 2014, specified in the Annex to this Notice are not being met in relation to the School.

**NOW THEREFORE**

In exercise of the power conferred upon him by section 114(5) of the Education and Skills Act 2008, the Secretary of State serves the following Notice on the proprietor of the School:

(1) the independent school standards set out in the Annex to this Notice are not being met in relation to the School; and

(2) the proprietor of the School is required to submit an action plan<sup>4</sup> to the Secretary of State specifying the steps that will be taken to meet the standards, and the time by which each step will be taken, on or before 21 September 2018.

  
Independent Education and Boarding Team

Date

---

<sup>3</sup> The Secretary of State is required to keep a register of independent educational institutions in England under section 95(1) of the Education and Skills Act 2008. "Independent educational institution" is defined in section 92(1) of that Act as an independent school and an independent provider of part-time education. Independent providers of part-time education are not currently regulated so effectively the requirement under section 95(1) is for the Secretary of State to keep a register of independent schools.

<sup>4</sup> An action plan is defined in section 114(4) of the Education and Skills Act 2008.

## ANNEX TO NOTICE

Talmud Torah Bobov Primary School  
87 Egerton Road  
London  
N16 6UE  
("the school")

**The following independent school standards, as prescribed in the Schedule to the Education (Independent School Standards) Regulations 2014, are not being met in relation to the school:**

### **PART 1: Quality of education provided**

1. The standards about the quality of education provided at the school are those contained in this Part.

2.(1) The standard in this paragraph is met if—

(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

(b) the written policy, plans and schemes of work—

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

(2) For the purposes of paragraph (2)(1)(a), the matters are—

(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;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(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;

(d) personal, social, health and economic education which—

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act<sup>5</sup>;

(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

(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,

---

<sup>5</sup> The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

social, emotional and physical development and communication and language skills;

(h) that all pupils have the opportunity to learn and make progress; and

(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—

(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;

(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;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(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;

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(f) utilises effectively classroom resources of a good quality, quantity and range;

(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;

(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

## **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—

(b) ensures that principles are actively promoted which—

(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—

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

## The school must meet the following requirements of the Statutory Framework for the Early Years Foundation Stage

### The areas of learning and development

1.3. There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

1.4. Providers must also support children in 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, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

---

<sup>6</sup> The Chief Medical Office has published guidance on physical activity that providers may wish to refer to, which is available at: [www.gov.uk/government/publications/uk-physical-activity-guidelines](http://www.gov.uk/government/publications/uk-physical-activity-guidelines).

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

## **Section 2 – Assessment**

### **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**

2.6. 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 must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

## **Section 3 – The safeguarding and welfare requirements**

### **Early years providers (other than childminders)**

3.36. For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification