YESODEY HATORAH SENIOR GIRLS SCHOOL

Egerton Road, Stamford Hill, London N16 6UB

Kodesh Studies Inspection

This inspection of the school was carried out under section 48 of the Education Act 2005

Inspection dates 1–2 Shevat 5786 - 19–20 January 2026

Quality of Jewish education Curriculum and Teaching	Exceptional
Achievement (outcomes for students)	Exceptional
Jewish Personal and Spiritual Development and Well-being	Exceptional
Leadership and Governance	Exceptional

Summary of key findings for parents and students

- The leadership and management team display a dynamic vision for the school and achieve its stated aims of "delivering a high quality education which is firmly based upon *Torah* principals so that students excel in *Limmudei Kodesh (*LK -*Torah* studies) and in Chol".
- The leaders of LK at all levels have a clear understanding of strengths and areas for development, and plan carefully school improvement, as clearly demonstrated within the school improvement plan.
- Since the last inspection the leadership team has driven forward a number of successful initiatives. These include creating a comprehensive *Yediyos* (*Jewish* knowledge) programme, enriching still further the *Sedra* (*Torah* portion of the week) curriculum and further developing the teaching of *Meforshim* (commentaries). The establishment of the Teaching Learning Inspire (TLI) executive team, has been pivotal in driving strategies which upscale the quality of teaching and learning.
- The highly motivated and caring LK staff have a good professional relationship with students and provide exceptional lessons and extra-curricular activities for them.
- The morale of staff is high because staff work together to achieve the school's vision within a harmonious environment.
- The dynamic curriculum is being constantly improved, with all stakeholders relentlessly aspiring and implementing exciting programmes, which encourage students to "learn, love and live *Torah*".
- The school meets the legal requirements for daily collective worship (*tefillah*) and is investing much effort into making *tefillah* even more inspiring and

meaningful. Within KS4 this has borne fruit and now the focus should be upon KS3 to improve still further, what is already a good *tefillah* programme.

- Students' behaviour is exceptional and they conduct themselves in a mature and responsible way. Students show great respect to adults and thrive upon the many opportunities they have, to assume responsibility. The school prepares students well for life in modern Britain by developing their understanding of key *Torah* values and by helping them to translate these values into their daily lives. Within the *Kodesh* curriculum, key aspects of fundamental British values are taught, discussed and debated.
- The comprehensive extra-curricular programme is cohesively linked to the whole school vision and ensures that all students benefit from a wide range of enrichment activities which inspires students, builds self-confidence and promotes a love of *Torah* and *mitzvos.*
- Parents are very supportive of the school and fully endorse the way in which the school implements its educational provision. This is evidenced by the way parents take part in school events, volunteer their time when necessary and in their overwhelming positive responses to the inspection parent questionnaire.
- Inclusion is at the centre of all school initiatives and students within all categories of need do exceptionally well in the school. Students with SEND are totally included in extra-curricular activities, for example, playing key roles in the school show.
- Students with acute needs are also well supported within class, sometimes through LSA support and other times through being provided with bespoke resources which they can access, and as a result make good progress.

What does the school need to improve further

- Although the quality of *davening* (collective worship) throughout the school is high, there is still some work to do on the curriculum for *tefillah* (prayers), particularly within KS3 so that this will also become exceptional.

Inspection team

Rabbi Dr Yonoson Yodaiken

INSPECTION JUDGEMENTS

The quality of Jewish education curriculum and teaching is exceptional

- The school's LK curriculum together with its implementation and impact, is exceptional and greatly enhances the spiritual development and wellbeing of students. It provides memorable experiences and rich opportunities for high quality learning for all students, including those with SEND.
- Since the last inspection a lot of good work has been done to develop the curriculum with substantive input by subject leads and the head of *Kodesh*. This is particularly so within *Chumash* and developing associated identified skills, *Sedra* being linked to *Meforshim*, and the new *Yediyos* curriculum.
- The curriculum is rigorous and engaging, encouraging students to reflect upon and delve into the beauty of *Torah*. Through well planned activities, students develop key skills which contribute to students' thirst for learning. One student during the Year 10 group testing session commented "I love learning more and more because teachers encourage us to ask questions and reflect".
- In several lessons students asked high level questions which teachers were able to answer. For example, in a Year 9 *Dinim* lesson the teacher was able to answer a question relating to *Hefsad Merubah* (big financial loss) in relation to *Hilchos Shabbos*.
- The innovative *Chumash* curriculum (*Torah* study) is planned precisely to build independent learning which the school has categorised into five transferrable skills. Namely, locating text, reading text including *Meforshim*, translating including terms and phrases found in *Rashi* and other commentaries, understanding, including summarising a *posuk* (verse from the *Torah*) in one's own words, and deriving life lessons. In a Year 10 Chumash lesson observed, these five skills were honed in relation to how man can build his Emunah (faith) in Hashem. Since the last inspection there has been extra focus upon building *Loshon Hakodesh* (*Hebrew* language) skills in students. This is well supported by the new approach to teaching *Sedra*.
- The *Sedra* curriculum is built upon three elements, knowing the context of the *Sedra*, inspirational *Limmudim* and *Divrei Torah* (words of the *Torah*) which are part of the *Iyun* (drawing out meaning from the text) lesson and thirdly, the *Sedra* sessions in which students work through the *Chumash* and *Rashi* supported by various worksheets which provide guidance to them. As the students go through the school, more independence is expected, until Year 11 students in the main tackle this work completely independently.
- The detailed curriculum ensures that each year group builds on the previous one. In nearly all subjects there is a rationale for the sequence of topics taught and skills developed, and when to revisit topics already taught. The

exception to this is within KS3 *Tefillah* which although is good in practice, is not backed up as well with schemes of work.

- The quality of teaching and learning within LK is exceptional. Teachers typically have outstanding subject knowledge and provide exciting and engaging activities. Teachers make sure that students with additional needs can learn very successfully alongside their peers, making effective adaptations when needed. They carefully check on students' understanding so that any student who is struggling is provided with support to help them catch up quickly. A good example of this was seen in a Year 8 *Nach* lesson where students with SEND were successfully supported. The teacher directly supported these students whilst the rest of the class were working independently, but in a way which did not impact on their independent learning. Secondly, the worksheets were significantly adapted so that these students were able to access the high level theme that of following the words of *Hashem* in whatever circumstances. In the plenary of the lesson one of the needier children volunteered and successfully explained this concept.
- Learning support assistants (LSAs) are deployed appropriately to support and encourage low ability students. They work harmoniously alongside teachers within the classroom to provide the extra support that students require. This was particularly seen within *Sedra* lessons, within the context of the curriculum changes and extra focus upon accessing the text of the *Torah* and *Rashi's* commentary.
- In the very few lessons where teaching was not as strong, the pace of lessons was too slow and some of the pupils with SEND were not so involved in the lesson.
- Across all subjects, students are encouraged to think, talk and share ideas. Reflection is at the centre of the LK curriculum, and classroom activities are a platform for growing. A good example of this focus upon reflection and oracy was seen in a Year 11 *Sedra* lesson which focussed upon the prerequisites for *Geulah* (redemption), which we can learn from in *Parshas Bo*. Students worked in pairs and came out with different ways to find favour in *Hashem's* eyes. Namely; *Tefillah,* doing *mitzvos* such as *Korban Pesach*, but also displaying unwavering kindness to our neighbours and friends, as exemplified by how well *Klal Yisroel* looked after the children who became orphans during the *Makah of Choishech* (plague of darkness). As a result of these well planned lessons and activities, students develop key skills such as inquiry and analysis, thus contributing to their thirst for learning. Students display high levels of engagement and work together in pairs or groups in a harmonious and mutually supportive way.
- Lessons are typically delivered with good pace that keeps students attentive and engaged. Questioning strategies are used effectively conducive for students at all levels of attainment. Subject specific knowledge and skills are taught explicitly, and students are provided with a clear lesson objective as to what is being taught in the lesson and how this relates to previous knowledge. For example, a Year 10 *Dinim* lesson began with an open ended question and

from this the teacher was able to ascertain how to proceed in the lesson and to frame the lesson objectives accordingly.

- Assessment is used effectively to check what students have learnt and retained. This ensures that where there are gaps, appropriate interventions can be put in place, or the class teacher can revisit topics already taught to address misconceptions. Regular tests in nearly all subjects help to raise the profile of that subject and support students remembering that has been taught. An extra positive facet of this regular assessment is that it is now being reported on a regular basis to parents who appreciate knowing how their children are progressing, particularly in subjects like *Yediyos*.

The quality of achievement is exceptional

- Exceptionally high standards of achievement have been achieved and sustained in a wide spectrum of subjects. Students tested by the inspector did exceptionally well in *Chumash* and *Meforshim, Sedra,* and *Yediyos*, and well in *Nach, Pirkei Avos* (ethics of the forefathers) and *Tefillah*.
- Since the last inspection leaders' actions have had a transformational impact on students' achievements in *Meforshim*, *Sedra* and *Yediyos*. Students can navigate *Meforshim*, reading, translating and understanding independently by the time they finish Year 11. It was impressive to see during lesson observations and through testing, how students are able to understand various *Meforshim* and then are able to compare and contrast the different ways that the *meforshim* explain the text.
- Students with SEND and those who may face other challenges to their learning or wellbeing, achieve consistently high outcomes relative to their starting points. In observing a Y11 *Chumash* lesson, students with SEND were able to work out the text based upon the *Chizkuni* and *Rambam* with only minimum support.
- Students thoroughly enjoy LK and extra-curricular activities and display great enthusiasm for these lessons. During discussions with a KS4 cohort the students referred to the way they are inspired by the passion and excitement which their teachers display when teaching them.
- Students show a great love of *Torah* and *mitzvos* which was demonstrated in the way they engage in *mitzvos* and *Daven* with *kavanah* (concentration). This is exemplified through the achievement display in the corridors which shows how each class has been impacted by their *middos* projects.
- Students are well prepared for the next stage in their educational ladder and parents shared their great satisfaction with how the school imbues in their children key life skills. This is as a result of the comprehensive and well-thought out curriculum and high quality teaching.
- Students with SEND are identified early through the Year 7 assessments, and interventions are put in place when and if necessary. As a result, their self-esteem is high and they enjoy school.
- Students achieve well across the curriculum and by the time students leave the school the vast majority achieve high standards in the core subjects of

Chumash, Meforshim, Sedra and *Yediyos* and well in *Nach, Pirkei Avos* and *Tefillah.* They are proficient in the study of unseen *Rashi* and *Meforshim* texts. Students from the school are well prepared for the next stage of their education ladder.
- The school achieves its stated goals of helping their students to receive a high quality of education which is firmly based upon *Torah* values and principals and to help students to "learn, love and live" the LK lessons.

The quality of Jewish Personal and Spiritual Development and Well-being is exceptional

- The quality of *Jewish* personal and spiritual development and well-being is exceptional because the school invests much time, effort and expertise into this key aspect of school life.
- Staff present themselves as excellent role models and are very well liked by students. During discussions with two separate groups of students both pointed to the great care and support which they receive from teachers, as key reasons for their success. Each year group has a form teacher who is assigned the task of supporting the emotional and academic needs of students. This role is carried out with great dedication and professionalism.
- Staff display beautiful *middos* (character traits) and treat colleagues and students with respect and patience. There is a calm and harmonious atmosphere permeating around the school. During the inspection a teacher was observed supporting a student who appeared somewhat distressed. Additionally, in discussion with teachers several referred to how happy they are being a teacher in the school because of the respect and support they receive from leaders.
- Each month there is a focus upon strengthening *middos*, values and *mitzvos* outside school and in the school. During the month of *Kislev* the focus was upon making a *Kiddush Hashem*, whilst in the month of *Shevat* the focus was upon saying *brochos* (blessings) at home with *kavanah*, saying *Amen,* and thanking *Hashem* (G-d) for all that He does for us.
- *Middos* development is built into all aspects of school life. Moral integrity is a key part of the behavioural policy of school, and a culture of kindness pervades. Students are encouraged to do *chessed* (acts of kindness) such as visiting the elderly in the local care home for the aged, and to collect *tzedakah* (charity) for worthy causes All aspects of school life are highly inclusive and facilitate *achdus* (unity).
- The way that the school shapes students' *middos* and love of *Torah* and *mitzvos* (good deeds) is drawn from the school's vision of developing a culture of "learn it, love it and live it". It is impressive to see how this is developed, not just in class, but also within extra-curricular events and activities.

- Students are taught the difference between right and wrong, and to respect the law through the *Kodesh* curriculum. An example of this was seen in a Year 11 *Chumash* lesson in which the class was learning in *Parshas Shoftim* about the crucial role that the *Beis Din* (*Jewish* courts) plays with regards to *Torah* law and practice. This was then consolidated by the visit of a local Rabbi, who eloquently described in practice how the *Beis Din* functions. This synthesis between formal curriculum delivery and extra-curricular is an exceptional feature of the school's educational provision. During discussions with students, it was apparent that students understand the key elements of being good citizens.
- Students present as being polite and well-mannered and display good *middos.* For example, when testing a Year 10 cohort, a student expressed her pleasure when her classmate answered a challenging question on the *Sedra*, and on another occasion a student in Year 11 helped a friend patiently, to understand *Meforshim* in *Loshon Hakodesh* when doing a paired activity.
- The school fulfils the legal requirement to provide a daily act of collective worship through *Shacharis* (morning prayers) and *Mincha* (afternoon prayers). *Davening* is an inspirational event wherein students display a high level of concentration and actively participate through leading parts of the prayer. In addition to these daily *davening* sessions, weekly assemblies provide opportunities for students to reflect upon the beauty of *Torah* and *mitzvos* and what they can do to enrich their lives and that of others. During the inspection within a special *Rosh Chodesh* (first day of the *Jewish* month) assembly, students from KS3 took a leading part in highlighting the importance of individuals taking responsibility within a group, so that everyone's life is enriched. This was done through small skits and enabled the audience, the whole school to reflect. As part of this assembly a guest speaker inspired the students through her fascinating *Divrei Torah* and stories focussing upon how small actions can change the world step by step.
- The extra-curricular activities are very well planned and are linked to targets within students' *Jewish* personal and spiritual development. These activities throughout the year are relevant, enjoyable and educative. Students referred to several which are particularly meaningful and impactful. These include;
    - The school show, which this year focussed upon the *Chashivas* of *Klal Yisroel* (importance of the Jewish nation) and the ensuing responsibility of creating a *Kiddush Hashem* (sanctifying G-d's name).
    - The *Selichos* (penitential prayers) breakfasts during the month of *Elul*, which includes a visit of an eminent *Rebbetzin.*
    - The Year 9 to Year 11 *Melavah Malka* (Saturday night meal) organised by Year 11 students.
    - Year 7 *Bas Mitzvah* show.
    - *Rochel Imeinu* choir, guest speaker and self-improvement programme
    - *Tznius* (modesty) programmes
- Every year the school focusses upon different *middos* and *Torah* values. This year the focus has been upon *Ahavas Hashem* (love for G-d), *Ahavas*

HaTorah (love for *Torah)* and *Ahavas Yisroel* (love for our fellow *Jew*). This can be seen in class, assembly and in school events. During the inspection several teachers made reference to this theme. Within one *Pirkei Avos* lesson the teacher very successfully engaged students in reflecting upon the concept of helping the community and "walking up to the plate" to take on responsibility within charity work or helping others. This was then consolidated within the *Rosh Chodesh* assembly.

- The quality of display in the corridors is superb. The Year 7 and Year 8 project on display as one comes into the school, is highly impressive and showcases the beautiful work done by Year 7 and Year 8 students on what we can learn from *Torah Luminaries* past and present. There is beautiful artwork on the months of the year, designed and drawn by Year 11 students, and a Year 10 display on what we can learn in our everyday life from *Pirkei Avos*. Year 7 and Year 8 have produced some exquisite sewing work of *Yerushalayim Ir Hakodesh* (holy city of Jerusalem).
- The school now needs to consider how to provide this high quality of display within the classroom. This is quite challenging because there are no designated *Kodesh* classrooms. The school are considering ways to resolve this problem.
- The school has invested much effort and expertise in supporting the *kosher* use of technology in sync with the school's ethos. The school has bought in a *Hineini* programme which enables students to reflect upon the *Torah* way, and in this respect has been successful. Students talk about how the school supports and guides them in this important aspect of their education.
- Leaders have created a warm and supportive school community, and professional relationships between staff and students are strong. Students shared how they feel about school life and are comfortable to approach form teachers, senior leadership and heads, to discuss personal issues or problems.
- The students display a love for *Jewish* knowledge and practice. This is facilitated through the engaging learning experiences in class. A Year 8 student described the school as "a loving place to learn to love *Torah* and *mitzvos* because teachers are kind and lessons enjoyable".
- Students are reflective and are used to delving deep into topics and ideas. For example, in *Sedra* lessons a theme of the *Sedra* is discussed in depth within the *Iyun* session. One student described how in class they reflected upon why Egypt was punished for enslaving the *Yidden* (*Jewish* people), when surely this had been preordained by *Hashem*. The reflection opportunity was then crystallised by way of accessing the *Meforshim* such as the *Ramban, Klei Yokor* and *Chizkuni*.
- A heartwarming feature of the school is the way that the older students support the younger ones. For example, within school assemblies and events such as the school's *Melavah Malka* which is organised by Year 11 students. There is an effective "buddy system" in place whereby older students support those in younger classes.

- The school prepares students well for life within the *Jewish* and wider community, also promoting British values, by developing their understanding of key *Torah* values and how to translate this into their lives. The PSHE curriculum is highly sophisticated and hones in on key aspects of citizenship, such as personal safety and *tznius*, healthy living and financial management linked to community work. This is supported within the wrap around *middos* curriculum and key aspects of the extra-curricular programme.

The effectiveness of leadership and governance of *Kodesh* studies is exceptional.

- The leadership and management team of *Kodesh* studies share a dynamic vision for the school wherein students are central to this vision.
- Leaders at all levels work well together and there is a synergy of approach in which leaders bring their unique qualities of leadership to the team. This is exemplified within the recently formed Teaching and Learning Inspirational Team (TLI), which is made up of the headteacher, Menaheles, head of *Kodesh*, behaviour and personal development lead, maths lead and the Senco. The TLI meet weekly and provide strategic leadership for monitoring teaching, providing mentoring for teachers who need support, organising professional development opportunities for staff and supporting middle leadership, particularly subject leads in their roles. It is noteworthy that the *Kodesh* staff feel very central to TLI initiatives due to the good representation of *Kodesh* leaders in this core group. This results in *Kodesh* staff being involved in whole school training as well as bespoke LK training. An example of this is the recent "writing" training in which LK staff also took part.
- Leaders of LK have an excellent understanding of strengths and areas for development. Self-evaluation is thorough and accurate, and the leadership team is continuously reflecting upon ways to improve the quality of LK. When new materials are introduced, leaders carefully monitor the implementation of the new initiatives and make adjustments when and if necessary. An example of this was seen within the introduction of the new *Sedra* curriculum and its implementation. At the beginning of Year 9, students were expected to work through *Sedra* sheets without the benefit of key questions linked to specific *Pesukim* (Torah verses). When the *Sedra* lead realised when this was too challenging for students at the outset of Year 9, an adaption was made to help Year 9 students negotiate their *Sedra* sheets.
- Since the last inspection the leadership team have driven forward a number of successful initiatives which have improved the school still further. These include several curriculum initiatives; ensuring that the teaching of *Meforshim* within *Chumash* leads to the retaining of knowledge and skills in this subject and integrating these *Meforshim* with the text. Creating a comprehensive *Yediyah* programme which is assessed regularly, and results are shared with parents. Enriching the *Sedra* curriculum so that there now is a good focus on

Loshon Hakodesh acquisition skills as the students work their way through the *Sedra*. In addition, the aforementioned TLI maximises the professional development opportunities for the LK staff and has consolidated a systematic process, linking monitoring the mentoring discussions. This list of progress is not exhaustive but exemplifies the rich nature of school improvement within the school.

- Several leaders have referred to their obligations as leaders to inspire their students to "learn, love and live" the LK curriculum and the inherent *Torah* values being imparted to them. In discussions with students they attested to this happening, with one student from Year 10 stating that "as a student within Yesodey Hatorah I feel so privileged because through the lessons and extra-curricular activities I get to love *Torah* and *mitzvos"*. As a result of the exceptional curriculum design and inspirational input from staff, students make exceptional progress.
- Teaching and learning of LK is overall exceptional due to the relentless focus on this important area by the TLI and the support which staff receive from leaders. One staff member shared with the inspector how when she came to teach at the school, she had three senior practitioners supporting her. Namely; head of *Kodesh,* Menaheles and subject leads. Each one had a specific area in which to support her, and she stated that her smooth introduction to teaching was due to this high level of mentoring support.
- Parents are very favourable to the school's educational provision and feel that school prepares students very well for continued *Jewish* learning and community life as adults. They are fully aware of the excellent activities and curricular opportunities which the school offers due to the school's effective communication with parents, which includes regular newsletters.
- The governing body is comprised of experienced educationalists and businessmen who are highly committed to school improvement.
- Governance is robust and visionary with decisions always made with students' best interest in mind. Discussions with governors and perusal of governor's meeting minutes indicate a good knowledge of school's strengths and areas for development. The governors provide ongoing support and challenge and have been involved in the formation of the TLI executive team through providing extra funds to support this initiative. They conduct learning walks together with school leaders.
- The school's SEN department covers the students' *Kodesh* needs as well as those of the national curriculum department. The school creates an exceptional inclusion provision that transforms students' experiences. Staff identify students' individual needs early in Year 7 and act quickly to fill gaps in their learning. An example of this was seen within the teaching of *Sedra* where learning sheets are provided which are highly differentiated to meet the needs of a wide spectrum of attainment. Another example of this is seen within the teaching of *Chumash* wherein students are encouraged to answer *Meforshim* independently, and those with SEND are provided support material to help them. The SEN department works closely with their

colleagues to enable all students to progress, even those who are less gifted academically.
- Leaders have high expectations for teaching and learning, and monitor students through regular lesson observations, learning walks, weekly planning and work perusal. As a result of this and the effective and focussed professional development opportunities provided, teaching and learning is exceptional, resulting in accelerated progress being made by students as they go through the school.
- Students are very proud to belong to Yesodey Hatorah school where they can learn in such a positive and inclusive environment. This is because they are provided with an exceptional curriculum provision and exemplary teaching and learning environment. As a result, students love learning *Torah* and doing *mitzvos* and display the greatest respect for teachers within exemplary behavioural patterns. One student remarked eloquently to the inspector that "we love our learning because we are taught in such an exciting way by teachers who love teaching us".
- Assessment strategies witnessed are impressive, particularly in the way that they focus upon bridging the gaps of students who may struggle, and in how good assessment outcomes can be celebrated.

Information about this inspection

- This inspection is a point-in-time judgement about the quality of *Jewish* education provided by the school. This includes an evaluation of the way collective worship is conducted within the school, and the way that the school provides, and impacts upon the personal and spiritual development of students.
- In total, 19 lesson observations were conducted, along with several learning walks focussing upon the SEND provision, displays, behaviour around the school and use of the library. *Davening* across the school in *shacharis* was observed, as well as the *Rosh Chodesh* assembly.
- A range of documents were scrutinised, including curriculum documents, leaders' evaluation of the school and priorities for improvement.
- Discussions took place with senior leaders, a selection of subject leaders, teachers – experienced and new.
- A meeting took place with members of the governing body, including the chair of governors.
- Discussions took place with a sample of students across the school and students from Year 8, Year 10 and Year 11 were tested in core subjects.
- The view of students, parents and staff were considered through discussions and parents' responses to the inspection questionnaire.

Information about this school

Yesodey Hatorah Senior Girls school serves the Orthodox Jewish Charedi community of Stamford Hill. Yesodey Hatorah was founded in 1942 as an independent school, with separate sections for boys and girls, on different sites, with junior and senior departments. The girls' senior department became a voluntary aided maintained school in 2005, when it moved into its present purpose made accommodation. The school aims "to deliver a high quality education which is firmly based on Torah principles, combined with the national curriculum equivalent standard of education". There are 380 students on roll, with the proportion of those who require special educational needs support being below the national average. The proportion of those who have an EHCP (education health and care plan) is below the national average. The school's most recent Ofsted inspection in May 2024 was judged as 'Good' reflecting a well-rounded and supportive learning environment rooted in the school's values and commitment to continued growth.

School details

Unique reference number	133599
Local authority	Hackney
Lead Inspector	Rabbi Dr Y Yodaiken

This inspection of the school was carried out under Section 48 of the Education Act 2005

Inspection dates	1–2 Shevat 5786 - 19–20 January 2026

Type of school	Senior School
School category	Voluntary Aided
Age range of students	11-16
Gender of students	Girls
Number on roll	380
Appropriate authority	The Governing Body
Chair	Rabbi B. Dunner
Principal	Rabbi C. Pinter
Headteacher	Mrs S Mossberg and Mrs R Klein (Co-Headteachers)
Date of previous inspection	9-10 December 2019
School address	Egerton Road, Stamford Hill, London N16 6UB
Website	yesodeyhatorah.org
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What inspection judgements mean

EXCEPTIONAL STANDARD	STRONG STANDARD	EXPECTED STANDARD	NEEDS ATTENTION	URGENT IMPROVEMENT
The quality of Jewish education is of an exceptional standard	The quality of Jewish education is at a strong standard	The quality of Jewish education is at expected standard	The quality of Jewish education needs attention	The quality of Jewish education needs urgent improvement
When all the categories in strong standard and exceptional standard have been met	When all the categories in expected standard and strong standard have been met	All expected standard categories have been met	When the expected standard has not been met. This may include when one or more of the categories in the focus areas have not been met	Urgent improvement is graded when ANY area in this category is not met. Including not adequately provide collective worship